88-05443/

URBAN ADJUDICATION PANEL

METRO SCHOOL DIVISIONS

COMPENSATORY SUPPORT PROGAM

MAY 19, 1988

Manitoba
Education

METRO SCHOOLS

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AGENDA

AGENDA

COMPENSATORY SUPPORT PROGRAM
URBAN ADJUDICATION PANEL

THURSDAY, MAY 19, 1988

ROOM A
ST. BONIFACE SCHOOL DIVISION
50 MONTEREY ROAD

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1. Introduction

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FINANCIAL OVERVIEW

MAY 1988

COMPENSATORY SUPPORT PROGRAM

1988 FINANCIAL OVERVIEW

1988 GRANT DOLLARS COMMITTED:	$1,085,997.00
1988 BALANCE TO BE ALLOCATED:	$914,003.00

1988 PILOT DOLLARS EXPENDED:	$71,400.00
1988 PILOT DOLLARS COMMITTED:	$10,000.00
1988 PILOT DOLLARS TO BE ALLOCATED:	$118,600.00

REVISED APRIL 20, 1988

COMPENSATORY FUNDING - WINNIPEG #1

OVERVIEW 1987 TO 1989 FUNDING

			1987		1988		1989
		YEAR	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE
ARGYLE PRE-EMPLOYMENT	328	II	$31,767.00	$21,970.00	$32,954.00	$18,680.00	$28,020.00
PINKHAM	272	II	$15,000.00	$12,214.00	$18,322.00	-	-
AUTHORS-IN-RESIDENCE	322	-	$6,000.00	-	-	-	-
PEER COUNSELING	330	-	$28,020.00	$6,560.00	$9,840.00	-	-
CECIL RHODES	205	II	$15,360.00	$1,212.00	$1,818.00	-	-
ETHNIC WORKERS	370	II	$28,560.00	$44,881.00	-	$19,894.00	-
RIVER ELM PARENT RESOURCE	274	II&III	$16,200.00	$10,800.00	$17,857.00	-	-
EARLY SCHOOL YEARS	383	II	$4,739.00	$3,159.00	$7,056.00	-	-
P.A.P.I.D.	264	II	$45,000.00	$30,000.00	$53,400.00	$35,600.00	-
WESTON	239	II	$4,500.00	$4,600.00	$6,900.00	-	-
RESEARCH	248	III	$30,000.00	$20,000.00	$30,000.00	-	-
ABERDEEN CURRICULUM DEV.	184	III	$34,740.00	$17,880.00	$26,820.00	$17,880.00	$26,820.00
ABERDEEN MIGRANCY	182	III	$27,120.00	$17,600.00	$26,400.00	-	-
DUFFERIN COMPUTER LAB	201	III	$768.00	$2,300.00	$3,450.00	-	-
STRATHCONA AIDES	206	III	$12,960.00	$9,600.00	$14,400.00	-	-
GREENWAY LANGUAGE DEV.	241	III	$6,480.00	$5,000.00	$7,500.00	-	-
KING EDWARD LANGUAGE DEV.	200	III	$12,960.00	$9,600.00	$14,400.00	-	-
P. SPARLING LANGUAGE DEV.	14	III	$7,080.00	$5,448.00	$8,172.00	-	-
ST. JOHN'S ATTENDANCE	29	III	$5,880.00	$4,600.00	$6,900.00	-	-
ARGYLE CURRICULUM DEV.	186	-	$15,360.00	-	-	-	-
FORT ROUGE	34	-	$15,810.00	-	-	-	-
COMPUTER LAB	33	-	$25,620.00	-	-	-	-
ELEMENTARY COUNSELING	250	IV	$102,480.00	$100,080.00	$150,120.00	-	-
MIGRANCY	222	IV	$128,700.00	$83,800.00	$125,700.00	-	-
SPECIAL NEEDS	230	IV	$153,720.00	$250,200.00	-	-	-
WI WABIGOONI	194	IV	$26,820.00	$17,480.00	$26,220.00	-	-
INNER CITY PARENT INVOLVEMENT	329	NEW	$8,616.00	-	-	-	-
SCHOOL BASED PLANNING (ELEMENTARY)	430	NEW	-	-	$23,460.00	-	-
HUGH JOHN MACDONALD CHALLENGE PROGRAM	424	NEW	-	$19,440.00	-	$12,960.00	-
ESY - PARENT RESOURCE ASSISTANT	423	NEW	-	$7,724.00	$11,585.00	-	-
PEER COUNSELING ISAAC NEWTON/R.B.	391/392	NEW	-	$13,160.00	$19,740.00	-	-
			$810,260.00	$719,308.00	$643,014.00	$105,014.00	$54,840.00
			$1,529,568.00				
				$1,362,322.00			
					$748,028.00		
						$159,854.00	

REVISED APRIL 25, 1988

COMPENSATORY FUNDING - METRO DIVISIONS

OVERVIEW 1987 TO 1989 FUNDING

			1987		1988		1989
		YEAR	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE
JAMESWOOD	2-365	II	$12,000.00	$8,000.00	$12,000.00	-	-
VICTOR WYATT	6-303	II	$15,600.00	$11,400.00	$17,100.00	-	-
EVALUATION: COMMUNITY SCHOOL LIAISON PROGRAM	-381	II	$4,000.00	$11,000.00	-	-	-
HAMPSTEAD	9-095	II	$19,200.00	$14,000.00	$21,000.00	-	-
EDMUND PARTRIDGE	10-308	II	$16,200.00	$27,000.00	-	-	-
ELWICK/O.V. JEWITT	10-307	II	$22,500.00	$15,000.00	$22,500.00	-	-
REGENT PARK	12-177	II	$21,000.00	$11,000.00	$16,500.00	-	-
SEXUAL ABUSE	10-065	II	$4,800.00	-	-	-	-
NEIL CAMPBELL	9-364	II	-	$8,000.00	$12,000.00	-	-
STEVENSON-BRITTANIA	2-013	III	$12,000.00	$8,000.00	$12,000.00	-	-
VICTOR HAGER	6-180	III	$16,200.00	$5,500.00	$8,250.00	-	-
ARCHWOOD	8-164	III	$13,800.00	$5,000.00	-	-	-
ARCHWOOD/KING GEORGE V	8-137	III	-	-	$26,973.00	$17,982.00	$16,928.00
KING GEORGE V	8-137	III	$14,400.00	$5,000.00	-	-	-
MARYMOUND	10-023	III	$8,280.00	$5,640.00	$8,460.00	$5,640.00	$8,460.00
BROOKLANDS	2-112	IV	$33,000.00	$22,000.00	$33,000.00	$22,000.00	$33,000.00
MARION	4-117	IV	$27,000.00	$18,000.00	$27,000.00	$18,000.00	$27,000.00
MARION/FRONTENAC	4-118	IV	$7,200.00	$4,800.00	$7,200.00	$4,800.00	$7,200.00
EVALUATION: GUIDANCE	-449	IV	-	-	$4,000.00	-	$20,000.00
PRINCESS MARGARET	9-396	NEW	-	$13,000.00	$19,500.00	$13,000.00	$19,500.00
BERTRUN E. GLAVIN	9-433	NEW	-	-	-	$9,064.00	$13,596.00
			$247,180.00	$192,340.00	$247,483.00	$90,486.00	$145,684.00
			$439,520.00				
				$439,823.00			
					$337,969.00		
						$236,170.00	

APRIL 20, 1988

COMPENSATORY SUPPORT PROJECTS - 1987

PILOTS

DIV./SCHOOL	TITLE	FILE #	TYPE (YEAR)	AMOUNT RECOMMENDED	FUNDS HELD	FUNDS RELEASED	DATE APPROVED	DATE RELEASED
ST. BONIFACE #4	MARION SCHOOL PRIDE	4-382	PILOT	$4,655		$4,655	16/01/87	10/02/87
WINNIPEG #1	I LOVE TO READ DAY	377	PILOT	$1,000		$1,000	17/11/86	10/02/87
WINNIPEG #1	SPECIAL NEEDS PROGRAM PROFESSIONAL DEVELOPMENT	335	PILOT	$6,000		$6,000	17/11/86	10/02/87
NORWOOD #8	FREE STAGE FOR YOUTH	379	PILOT	$3,000		$3,000	18/11/86	12/03/87
WINNIPEG #1	EARLY SCHOOL YEARS	383	PILOT	$7,898		$7,898	18/11/86	12/03/87
WINNIPEG #1	WESTON WRITING TO READ	239	PILOT	$4,500		$4,500	18/11/86	12/03/87
WINNIPEG #1	INNER CITY CONFERENCE	335	PILOT	$4,000		NOT RELEASED	17/11/86	-
WINNIPEG #1	INVISIBLE KIDS/SKIN	385	PILOT	$6,000		$6,000	30/03/87	29/04/87
WINNIPEG #1	RACISM CONFERENCE	402	PILOT	$1,235		-	02/05/87	REDIRECTED
WINNIPEG #1	INTER SCHOOL POW WOW	395	PILOT	$3,000		-	04/05/87	REDIRECTED
RIVER EAST #9	ISAAC NEWTON SCHOOL BAND	406	PILOT	$5,000		$5,000	08/05/87	25/05/87
WINNIPEG #1	TEACHER MENTOR	9-299	PILOT	$10,000		$10,000	17/11/86	25/05/87
	COUNSELING FOR MULTICULTURAL REALITY	324	PILOT	$20,000		$20,000	18/11/86	25/05/87
ST. VITAL #6	HOME-SCHOOL EVALUATION	6-381	PILOT	$15,000		$15,000	18/11/86	27/05/87
WINNIPEG #1	STRATHCONA P/C CENTRE	405	PILOT	$10,000		$10,000	10/04/87	12/06/87
NORWOOD #8	KING GEORGE V DROP-IN	8-411	PILOT	$1,500		$1,500	08/07/87	12/08/87
WINNIPEG #1	SECONDMENT	417	PILOT	$19,506		$19,506	18/08/87	-
WINNIPEG #1	PEER COUNSLG. TRAINING/ STAFF DEVELOPMENT	414	PILOT	$4,950		-	13/08/87	REDIRECTED
WINNIPEG #1	CONFERENCE ON CAREER DEV. & VOCATIONAL ED.	415	PILOT	$750		-	13/08/87	REDIRECTED
WINNIPEG #1	HUMAN RIGHTS TRAINING	416	PILOT	$850		-	14/08/87	REDIRECTED
WINNIPEG #1	HUGH JOHN MACDONALD	330	PILOT	$1,800		$1,800	31/08/87	01/09/87
WINNIPEG #1	ARGYLE PEER MEDIATION TRAINING	421	PILOT	$1,100		-	24/09/87	REDIRECTED
WINNIPEG #1	MULVEY & JOHN M. KING ELEMENTARY COUNSELING	250	PILOT	$5,000		$5,000	24/09/87	-
WINNIPEG #1	ROSSBROOK HOUSE	426	PILOT	$2,200		$2,200	27/10/87	19/11/87
WINNIPEG #1	INNER CITY CONFERENCE -TORONTO	412	PILOT	$3,100		-	30/10/87	REDIRECTED
WINNIPEG #1	STRATHCONA P/C CENTRE	428	PILOT	$10,000		$10,000	16/11/87	24/11/87
WINNIPEG #1	ELGIN P/C CENTRE	428	PILOT	$10,000		$10,000	16/11/87	24/11/87
WINNIPEG #1	ELLICE P/C CENTRE	428	PILOT	$10,000		$10,000	16/11/87	24/11/87
WINNIPEG #1	MULTICULTURAL & NATIVE EDUCATION PROGRAM	427	PILOT	$4,000		$4,000	17/11/87	24/11/87
WINNIPEG #1	MULTICULTURAL PROGRAM MATERIALS	427	PILOT	$10,000		$10,000	17/11/87	24/11/87
WINNIPEG #1	NATIVE EDUCATION PROGRAM MATERIALS	427	PILOT	$10,000		$10,000	17/11/87	24/11/87
WINNIPEG #1	ELGIN P/C CENTRE OUTREACH WORKER SUPPORT	444	PILOT	$10,000		$10,000	01/03/88	28/03/88
WINNIPEG #1	ELLICE P/C CENTRE OUTREACH WORKER SUPPORT	444	PILOT	$10,000		$10,000	01/03/88	28/03/88
WINNIPEG #1	STRATHCONA P/C CENTRE OUTREACH WORKER SUPPORT	444	PILOT	$10,000		$10,000	01/03/88	28/03/88
WINNIPEG #1	ELGIN & ELLICE P/C CENTRES-ADMIN. SUPPORT	445	PILOT	$10,000		$10,000	01/03/88	28/03/88
WINNIPEG #1	STRATHCONA P/C CENTRE - ADMIN. SUPPORT	445	PILOT	$5,000		$5,000	01/03/88	28/03/88
				$241,044		$222,909		

APRIL 5, 1988

COMPENSATORY SUPPORT PROJECTS - 1988
PILOTS

DIV./SCHOOL	TITLE	FILE #	AMOUNT RECOMMENDED	FUNDS RELEASED	DATE APPROVED M/D/Y	DATE RELEASED M/D/Y	REDIRECTED FUNDS
WINNIPEG #1	R.B. RUSSELL COOPERATIVE ACADEMIC & VOCATIONAL	422	$3,500	$3,500	01/04/88	01/21/88	
WINNIPEG #1	INNER CITY P.D. - PHASE I PLANNING	438	$5,000	$5,000	01/05/88	01/21/88	
WINNIPEG #1	PINKNAM MULTICULTURAL EARLY CHILDHOOD CLASSROOM	439	$2,900	$2,900	01/07/88	01/21/88	
TRANSCONA-SPRINGFIELD #12	REGENT PARK PARENT/CHILD DROP-IN CENTRE	12-437	$3,500	$3,500	01/04/88	01/21/88	
TRANSCONA-SPRINGFIELD #12	PERSONAL SAFETY PROGRAM	12-431	$5,200	$5,200	01/01/88	01/21/88	
WINNIPEG #1	HUGH JOHN MACDONALD - POPULAR THEATRE	435	$9,000	$9,000	12/17/87	01/25/88	
WINNIPEG #1	HUGH JOHN MACDONALD - STAFF DEVELOPMENT (MULTICULTURAL)	436	$1,500	-	12/17/87	01/25/88	X
WINNIPEG #1	PRAIRIE THEATRE EXCHANGE	429	$1,800	$1,800	11/24/87	01/29/88	
WINNIPEG #1	SOCIAL STUDIES CURRICULUM ADAPTATION	394	$9,500	$5,000	05/28/87	01/29/88	
				$4,500	05/28/87	03/31/88	
WINNIPEG #1	CURRICULUM ADAPTATION/ L.A. FOR I/C SECONDARY	393	$10,000	$5,000	05/28/87	01/29/88	
				$5,000	05/28/87	03/31/88	
SEVEN OAKS #10	TEACHER TRAINING ON RACISM - IDEA CENTRE	434	$10,000	$6,000	12/16/87	02/05/88	
				$4,000	12/16/87	03/31/88	
WINNIPEG #1	MEET THE COMMUNITY	441	$3,550	-	02/08/88	-	X
WINNIPEG #1	ARGYLE PERFORMING ARTS PROGRAM	442	$8,000	-	02/22/88	-	X
RIVER EAST #9	STUDENTS AT RISK CONFERENCE	443	$4,000	$4,000	03/07/88	03/16/88	
WINNIPEG #1	ACTORS' SHOWCASE 'THE OATH' & 'NIGHT LIGHT'	446	$7,000	$7,000	03/24/88	03/31/88	
			$84,450	$71,400			

COMPENSATORY SUPPORT PROGRAM 1984-89

		1984	1985		1986		1987		1988		1989
		SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE
RESOURCE	-	$27,360	$41,040	-	-	-	-	-	-	-	-
CRISIS	-	$38,021	$57,031	-	-	-	-	-	-	-	-
ABERDEEN CURRICULUM DEV.	184	-	-	$23,800	$35,700	$23,160	$34,740	$17,880	$26,820	$17,880	$26,820
ABERDEEN MIGRANCY	182	-	-	$17,600	$26,400	$18,080	$27,120	$17,600	$26,400	-	-
ABERDEEN NUTRITION	183	$3,546	$5,320	$4,400	$6,600	-	-	-	-	-	-
ARGYLE CURRICULUM DEV.	186	-	-	$9,800	$14,700	$10,240	$15,360	-	-	-	-
ARGYLE EVENING PROGRAM	273	-	-	$11,200	$16,800	-	-	-	-	-	-
ARGYLE PRE-EMPLOYMENT	328	-	-	-	-	$21,178	$31,767	$21,970	$32,954	$18,680	$28,020
CECIL RHODES	205	-	-	$9,800	$14,700	$10,240	$15,360	$1,212	$1,818	-	-
CHAMPLAIN	006	-	-	$1,600	$2,400	-	-	-	-	-	-
DAVID LIVINGSTONE	221	-	-	$200	$300	-	-	-	-	-	-
DUFFERIN COMPUTER LAB	201	-	-	$3,040	$4,560	$512	$768	$2,300	$3,450	-	-
DUFFERIN ESY	031	-	-	$3,200	$4,800	-	-	-	-	-	-
FORT ROUGE	034	-	-	-	$17,000	$10,540	$15,810	-	-	-	-
GORDON BELL TRANSITION	-	$5,882	$8,824	-	-	-	-	-	-	-	-
GORDON BELL	188	-	-	$17,200	$25,800	-	-	-	-	-	-
GREENWAY LANGUAGE DEV.	214	-	-	$4,360	$6,540	$4,320	$6,480	$5,000	$7,500	-	-
HUGH JOHN MACDONALD NUTRITION	190	-	-	$4,400	$6,600	-	-	-	-	-	-
HUGH JOHN MACDONALD PEER COUNSELLING	330	-	-	-	-	$18,680	$28,020	$6,560	$9,840	-	-
HUGH JOHN MACDONALD SATELLITE	189	-	-	$9,680	$14,620	-	-	-	-	-	-
HUGH JOHN MACDONALD WORK EXPERIENCE	-	$2,406	$3,609	-	-	-	-	-	-	-	-
ISAAC NEWTON ATTENDANCE	193	$3,318	$4,976	$3,680	$5,520	-	-	-	-	-	-
KING EDWARD/STRATHCONA CURRICULUM DEV.	80;81	-	-	$4,000	$6,000	-	-	-	-	-	-
KING EDWARD LANGUAGE DEV.	200	-	-	$11,000	$16,500	$8,640	$12,960	$9,600	$14,400	-	-
NATURAS	066	-	-	$3,000	$4,500	-	-	-	-	-	-
PINKHAM PARENT RESOURCE	272	-	-	-	-	$10,000	$15,000	$12,214	$18,322	-	-
PRINCIPAL SPARLING ESY	14	-	-	$5,400	$8,100	$4,720	$7,080	$5,448	$8,172	-	-
RIVER ELM PARENT RESOURCE	274	-	-	-	$13,556	$9,037	$16,200	$10,800 *	$17,857	-	-
ST. JOHN'S ATTENDANCE	029	-	-	$3,680	$5,520	$3,920	$5,880	$4,600	$6,900	-	-
ST. STEPHEN'S BROADWAY P.A.P.I.D.	264	-	-	-	$41,700	$27,800	$45,000	$30,000 *	$53,400	$35,600	-
SHAUGHNESSY MATH	199	-	-	$1,968	$2,952	-	-	-	-	-	-
STRATHCONA AIDES	206	-	-	$8,160	$12,240	$8,640	$12,960	$9,600	$14,400	-	-
WESTON WRITING TO READ	239	-	-	-	$24,540	$16,360	$4,500	$4,600	$6,900	-	-
TOTAL		$80,533	$120,800	$161,168	$338,648	$206,067	$295,000	$159,384	$249,133	$72,160	$54,840

*APPROVED NOVEMBER 1986

COMPENSATORY SUPPORT PROGRAM 1984-89

		1984	1985		1986		1987		1988		1989
		SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE
WM. WHYTE - BOOK MAKING	007	-	-	$1,300	$1,950	-	-	-	-	-	-
WI WABIGOONI	194	$15,040	$22,560	$19,880	$29,820	$17,880	$26,820	$17,480	$26,220	-	-
AUTHORS IN RESIDENCE	322	-	-	$3,840	$5,760	$4,000	$6,000	-	-	-	-
COMPUTER LAB	033	-	-	$40,600	$60,900	$17,080	$25,620	-	-	-	-
COUNSELING - ELEMENTARY	250	$27,360	$41,040	$33,000	$49,500	$68,320	$102,480	$100,080	$150,120	-	-
- JR. HIGH	"	$14,739	$22,109	-	-	-	-	-	-	-	-
- SR. HIGH	"	$16,690	$25,034	-	-	-	-	-	-	-	-
EARLY SCHOOL YEARS	383	-	-	-	-	-	$4,739	$3,159 *	$7,056	-	-
PARENT RESOURCE ASSISTANT	423	-	-	-	-	-	-	$7,724	$11,585	-	-
ETHNIC WORKERS	370	-	-	-	-	-	$28,560	$48,881 *	-	$19,894	-
INNER CITY PARENT INVOLVEMENT	329	-	-	-	-	$5,744	$8,616	-	-	-	-
INNER CITY RESEARCH	261	-	-	$3,000	$4,500	-	-	-	-	-	-
MIGRANCY - DIVISION WIDE	222	$27,360	$41,040	$81,940	$122,910	$85,800	$128,700	$83,800	$125,700	-	-
PEER COUNSELING (ISAAC NEWTON & R.B. RUSSELL)	391/2	-	-	-	-	-	-	$13,160	$19,740	-	-
RESEARCH	248	-	-	$20,153	$30,230	$20,000	$30,000	$20,000	$30,000	-	-
SPECIAL NEEDS	230	$217,963	$326,945	$129,600	$194,400	$102,480	$153,720	$250,200	-	-	-
VERTICAL INTEGRATED PROGRAM	003	-	-	$16,000	$24,000	-	-	-	-	-	-
HUGH JOHN MACDONALD CHALLENGE PROGRAM	424	-	-	-	-	-	-	$19,440	-	$12,960	-
SCHOOL BASED PLANNING	430	-	-	-	-	-	-	-	$23,460	-	-
TOTAL		$399,685	$599,528	$510,481	$862,618	$537,371	$810,260	$723,308	$643,014	$105,014	$54,840
SCHOOL YEAR TOTAL		$999,213		$1,373,099		$1,347,631		$1,366,322		$159,854	
CALENDAR YEAR TOTAL			$1,110,009		$1,399,989		$1,533,568		$748,028		

*APPROVED NOVEMBER 1986

COMPENSATORY SUPPORT PROGRAM 1984-89

		1984 SEPT-DEC	1985 JAN-JUNE	1985 SEPT-DEC	1986 JAN-JUNE	1986 SEPT-DEC	1987 JAN-JUNE	1987 SEPT-DEC	1988 JAN-JUNE	1988 SEPT-DEC	1989 JAN-JUNE
N.E.											
EVALUATION: HOME-SCHOOL	-381	-	-	-	-	-	$4,000	$11,000 *	-	-	-
EVALUATION: GUIDANCE	-449	-	-	-	-	-	-	-	$4,000 *	-	$20,000
		$0	$0	$0	$0	$0	$4,000	$11,000	$4,000	$0	$20,000
#2											
BROOKLANDS	2-112	$27,600	$41,400	$22,280	$33,420	$22,000	$33,000	$22,000	$33,000	$22,000	$33,000
STEVENSON-BRITTANIA	2-013	-	-	$5,640	$13,160	$8,000	$12,000	$8,000	$12,000	-	-
JAMESWOOD	2-365	-	-	-	-	-	$12,000	$8,000 *	$12,000 *	-	-
		$27,600	$41,400	$27,920	$46,580	$30,000	$57,000	$38,000	$57,000	$22,000	$33,000
#4											
MARION	4-117	$18,460	$27,690	$18,460	$27,690	$18,000	$27,000	$18,000	$27,000	$18,000	$27,000
MARION/FRONTENAC	4-118	-	-	$4,597	$6,895	$4,800	$7,200	$4,800	$7,200	$4,800	$7,200
		$18,460	$27,690	$23,057	$34,585	$22,800	$34,200	$22,800	$34,200	$22,800	$34,200
#6											
LAVALLEE	6-178/ -399	$15,000	$22,500	$15,000	$22,500	-	-	-	-	-	-
VICTOR MAGER	6-180	-	-	$10,400	$15,600	$10,800	$16,200	$5,500	$8,250	-	-
VICTOR WYATT	6-303	-	-	-	-	$10,400	$15,600	$11,400	$17,100	-	-
		$15,000	$22,500	$25,400	$38,100	$21,200	$31,800	$16,900	$25,350	-	-
#8											
KING GEORGE V	8-137	-	-	$4,100	$6,150	$9,600	$14,400	$5,000	-	-	-
ARCHWOOD	8-164	-	-	$4,100	$6,150	$9,200	$13,800	$5,000	-	-	-
ARCHWOOD/KING GEORGE V	8-137	-	-	-	-	-	-	-	$26,973	$17,982	$16,928
		$0	$0	$8,200	$12,300	$18,800	$28,200	$10,000	$26,973	$17,982	$16,928
#9											
MILES MACDONNELL	9-096	$16,000	$24,000	$16,000	$24,000	-	-	-	-	-	-
HAMPSTEAD	9-095	-	-	$4,000	$6,000	$12,800	$19,200	$14,000	$21,000	-	-
CHILD ABUSE	9-171	-	-	$2,512	$3,768	-	-	-	-	-	-
NEIL CAMPBELL	9-364	-	-	-	-	-	-	$8,000 *	$12,000 *	-	-
PRINCESS MARGARET	9-396	-	-	-	-	-	-	$13,000	$19,500	$13,000	$19,500
BERTRUN E. GLAVIN	9-433									$9,064	$13,596
		$16,000	$24,000	$22,512	$33,768	$12,800	$19,200	$35,000	$52,500	$22,064	$33,096

*APPROVED NOVEMBER 1986

COMPENSATORY SUPPORT PROGRAM 1984-89

		1984 SEPT-DEC	1985 JAN-JUNE	1985 SEPT-DEC	1986 JAN-JUNE	1986 SEPT-DEC	1987 JAN-JUNE	1987 SEPT-DEC	1988 JAN-JUNE	1988 SEPT-DEC	1989 JAN-JUNE
#10											
COMMUNITY LIAISON	10-063	$14,000	$21,000	$14,000	$21,000	-	-	-	-	-	-
MARYHOUND	10-023	-	-	$5,333	$7,999	$5,520	$8,280	$5,640	$8,460	$5,640	$8,460
SEXUAL ABUSE	10-065	-	-	-	-	$3,200	$4,800	-	-	-	-
ELWICK/O.V. JEWITT	10-307	-	-	-	-	$15,000	$22,500	$15,000	$22,500	-	-
EDMUND PARTRIDGE	10-308	-	-	-	-	-	$16,200	$27,000 *	-	-	-
		$14,000	$21,000	$19,333	$28,999	$23,720	$51,780	$47,640	$30,960	$5,640	$8,460
#12											
HAROLD HATCHER	12-038	$15,200	$22,800	$15,200	$22,800	-	-	-	-	-	-
REGENT PARK	12-177	-	-	$4,000	$6,000	$14,200	$21,000	$11,000	$16,500	-	-
		$15,200	$22,800	$19,200	$28,800	$14,200	$21,000	$11,000	$16,500	-	-
		$106,260	$159,390	$145,622	$223,132	$143,520	$247,180	$192,340	$247,483	$90,486	$145,684
SCHOOL YEAR TOTAL		$ 265,650		$ 368,754		$ 390,700		$ 439,823		$ 236,170	
CALENDAR YEAR TOTAL			$ 305,012		$ 366,652		$ 439,520		$ 337,969		

*APPROVED NOVEMBER 1986

TOTAL GRANTS 1987 $1,953,088

BALANCE 1987 $46,912

YEAR 5

METRO SCHOOL DIVISIONS

5TH YEAR PROJECTS

PAGE #	SCHOOL	PROJECT	FILE #	REQUEST	PANEL REC.
2-11	Brooklands	Pre-School Enrich. & Readiness	2-112	$55,000	$55,000
2-15	Marion	Learning Ass't. Program	4-117	$45,000	$45,000
2-19	Marion/ Frontenac	Language Devel. Program	4-118	$12,000	$12,000

YEAR 5

ST. JAMES-ASSINIBOIA SCHOOL DIVISION

BROOKLANDS SCHOOL

PRE-SCHOOL ENRICHMENT AND READINESS PROGRAM

PR-SD2-112

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban Non-Winnipeg
M.E. STAFF PERSON: C. Loeppky
SCHOOL DIVISION: St. James S.D. #2
SCHOOL: Brooklands

Pre-School Enrichment and Readiness

DESCRIPTION OF NEED

Ethnicity - Filipino 13.0% Native 9.0%
Single Parent - Nursery 12%, Kindergarten 4%, Grade 1 - 13%
Mobility - Nursery - transfers - in 16% - out 24%; Kindergarten 22.7% and 18.8%
*other data from 1981 Census Data Tract as established previously.

PROGRAM OBJECTIVE

To provide an environment where pre-school children can be exposed to a variety of academic, social and physical experiences.
To provide additional reinforcement and support in basic skill areas for specific kindergarten children.

PROJECT DESCRIPTION

This program provides nursery and targeted kindergarten children with opportunities to develop academic and general readiness skills. Emphasis has been placed on developing language and social skills. Parental involvement is encouraged formally around school events such as parent evenings and workshops and informally through an attitude of acceptance and openness to "significant others". Parent volunteers are actively recruited in the nursery program.

A full-time nursery and .5 kindergarten teachers are funded through Compensatory Grants. The Division provides a full-time teacher's aide for the program at a cost of $10,000.

RENEWALS
PROJECTS REQUESTING 5TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

- observational techniques, anecdotal reports and analysis of daily work to show growth;
- the number of planned activities involving parents increased significantly;
- parent surveys indicate strong support for the programs;
- good variety of activities using language experience approaches in small groups and individual settings;
- cooperative teaching and planning.

ACTUAL COST 87/88

ME Contribution
Materials: _____
Personnel: $55,000.00

Division Contribution
Materials: _____
Personnel: _____

REQUESTED BUDGET 88/89

ME Contribution

Materials: $500.00 (P.D.)
Personnel: $63,000.00

Division Contribution

Materials: _____
Personnel: _____

TOTAL PROJECT COSTS: $63,500.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That M.E. fund $55,000 per year for two years with an evaluation report to be submitted by April 15, 1989 and an interim report by April 15, 1988. Such funding to be contingent upon: 1) the Division funding one teacher's aide position and that such a position be used in the funded program; 2) continuing effort be made to involve parents in school activities.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: St. James-Assiniboia S.D.#2

SCHOOL: Brooklands

RENEWAL: 4th Year and 5th Year

NEW:

PILOT:

REQUEST: $63,500.00

PROJECT: Pre-School Enrichment and Readiness Program

FILE NO: PR-SD2-112

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding to a maximum of $55,000.00 per year for two years with annual progress reports including a financial statement to be submitted April 15, 1988 and April 15, 1989. Funding is contingent upon:

1) the Division funding one teacher's aide position and that such a position be used in the funded program;

2) continuing effort be made to involve parents in school activities.

APPROVED

RECOMMENDATION: $55,000.00

YEAR 5

ST. BONIFACE SCHOOL DIVISION

MARION SCHOOL

LEARNING ASSISTANCE PROGRAM

PR-SD4-117

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban-Non-Winnipeg
M.E. STAFF PERSON: C. Loeppky
SCHOOL DIVISION: St. Boniface S.D. #4
SCHOOL: Marion

LEARNING ASSISTANCE CENTRE

DESCRIPTION OF NEED

Census Tract Data for 1981 established need previously, 30% single parents with 32% receiving social allowances, Migrancy 35%.

PROGRAM OBJECTIVE

To provide differential programming to identified students in a modified classroom setting.

PROJECT DESCRIPTION

Students are withdrawn from classroom on an average of 5 out of 6 classes to receive instruction in modified Language Arts and/or Mathematics. On-going communication between the classroom teacher and the L.A.P. teacher is stressed. Parents are given opportunities to assist their children by providing home support. The ultimate goal of the program is to integrate the students into regular classroom settings by providing reassurance, encouragement and support during the transition.

RENEWALS
PROJECTS REQUESTING 5TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

- Nineteen students from Grades 4-8 participated (15 Language Arts, 14 Mathematics with 10 in L.A. and Math.)
- Academic gains are apparent as evidenced by pre/post testing.
- Evaluation recommends more stress at the classroom level by individualizing program needs, using cooperative teaching techniques.

ACTUAL COST 87/88

ME Contribution
Materials:
Personnel: $45,000.00

Division Contribution
Materials:
Personnel: full-time aide

REQUESTED BUDGET 88/89

ME Contribution

Materials: $1,000.00
Personnel: $53,420.00

Division Contribution

Materials:
Personnel:

TOTAL PROJECT COSTS: $54,420.00

COMMENTS/CONTINGENCIES

The Division funds several prevention programs at Marion School recognizing needs of students. The Learning Assistance Centre emphasizes treatment because of the age of the students. Continued interaction in regular class settings is encouraged.

STAFF RECOMMENDATIONS

That funding be maintained at $45,000 for two years contingent upon the Division continuing to commit one full-time teachers' aide to the Centre. An interim report will be submitted by April 15, 1988 and an evaluation report by April 15, 1989.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: St. Boniface S.D. #4

SCHOOL: Marion

RENEWAL: 4th Year (1987-88) and 5th Year (1988-1989)

NEW:

PILOT:

REQUEST: $54,420.00

PROJECT: Learning Assistance Program

FILE NO: PR-SD4-117

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding be maintained at $45,000.00 for two years contingent upon the Division continuing to commit one full-time teacher's aide to the Centre. Annual progress reports to be submitted April 15, 1988 and April 15, 1989.

RECOMMENDATION: $45,000.00

YEAR 5

ST. BONIFACE SCHOOL DIVISION

MARION/FRONTENAC SCHOOLS

LANGUAGE DEVELOPMENT PROGRAM

PR-SD4-118

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban-Non-Winnipeg
M.E. STAFF PERSON: C. Loeppky
SCHOOL DIVISION: St. Boniface S.D. #4
SCHOOL: Marion/Frontenac

LANGUAGE DEVELOPMENT

DESCRIPTION OF NEED

1981 Census Data previously established community need. 26 students are identified as having significant language delay problems.

PROGRAM OBJECTIVE

To provide needed support for students experiencing a delay in their language development.

PROJECT DESCRIPTION

Students are grouped according to degree of need and receive individual or small group instruction. The teachers' aides are trained to assist with programs developed by the classroom teachers and/or language therapist. Parents are encouraged to participate in the program through observation and attendance at orientation meetings where home tutoring strategies were discussed. Communication is encouraged between home and school.

M.E. funds a teachers' aide position at Marion School matched by a Division sponsored position at Frontenac School who work under the direction of teaching staff with K-2 students.

RENEWALS
PROJECTS REQUESTING 5TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

Significant growth is reported for students participating in the program using the Bankson Language Screening Test comparing October 1986 to April 1987 and the Boehm Test of Basic Concepts used for Grade 2 students. Efforts were made to establish Home Programs for parents on a voluntary basis. Thirteen of 26 parents with students in the program are using the home program. Observation reports are positive, indicating improvement generally in overall language, interaction of students with peers and group participation.

ACTUAL COST 87/88

ME Contribution
Materials: $1,000.
Personnel: $11,000.

Division Contribution
Materials: $1,000.
Personnel: $11,000.

REQUESTED BUDGET 88/89

ME Contribution

Materials: $2,000.
Personnel: $21,000.

Division Contribution

Materials:
Personnel:

TOTAL PROJECT COSTS: $23,000.

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That Manitoba Education continue funding the program for two years at $12,000.00 per year with matched funding from the Division ($11,000.00 - staff; $1,000.00 - materials). that a progress report be submitted by April 15, 1988 and an evaluation report be submitted by April 15, 1989.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: St. Boniface S.D.#4

SCHOOL: Marion/Frontenac

RENEWAL: 4th Year and 5th Year

NEW:

PILOT:

REQUEST: $23,000.00

PROJECT: Language Development Program

FILE NO: PR-SD4-118

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding for two years at $12,000.00 per year with matched funding from the Division ($11,000.00 - staff; $1,000.00 - materials).

That annual progress reports be submitted April 15, 1988 and April 15, 1989.

RECOMMENDATION: $12,000.00

APPROVED

YEAR 4

METRO SCHOOL DIVISIONS

4TH YEAR PROJECTS

PAGE #	SCHOOL	PROJECT	FILE #	REQUEST	PANEL REC.
3-24	Stevenson-Brittania	Guidance Counsellor	2-013	$48,357	-

YEAR 4

ST. JAMES-ASSINIBOIA SCHOOL DIVISION

STEVENSON-BRITANNIA SCHOOL

GUIDANCE COUNSELLOR

PR-SD2-013

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: C. Leoppky
SCHOOL DIVISION: St. James-Assiniboia #2
SCHOOL: Stevenson-Britannia

GUIDANCE COUNSELLOR

DESCRIPTION OF NEED

Family Income Level	$20,805.00
Incidence of Low Income	17.3%
Education Level Below Grade 9	18.7%
Mobility	28%

PROGRAM OBJECTIVE

To implement an elementary counselling program that integrates the three main goals of: (1) preventative programming;
(2) collaboration and consultation; and,
(3) direct service

Specific objectives are attached.

PROJECT DESCRIPTION

The guidance counsellor program is requesting 4th year funding and an increase to a full time position for the year 1988-89 to serve the school population of 300.

RENEWALS
PROJECTS REQUESTING 4TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

The counselling program has focused on the involvement of parents in a number of ways this past year. The growth in the Mothers in Action program, the linkages with other community organizations, and the development of the Toy and Book Lending Library are examples. There is a continuing focus on developing skills of all teachers in the area of student's social and emotional needs.

ACTUAL COST 87/88

ME Contribution
Materials:
Personnel: $20,000.00

Division Contribution
Materials:
Personnel:

REQUESTED BUDGET 88/89

ME Contribution

Materials: $ 7,580.00
Personnel: $40,777.00

Division Contribution

Materials:
Personnel:

TOTAL PROJECT COSTS: $48,357.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That Manitoba Education fund a 1/2 time counsellor at $20,400.00 and professional development for $2,210.00 for one year only and materials to $550.00 for one year only.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: St. James-Assiniboia S.D.#2

SCHOOL: Stevenson-Britannia

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $45,030.00

PROJECT: Elementary Counselling Program

FILE NO: PR-SD2-013

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends maintaining the funding level at $20,000.00 due to the Division's priorities. That a progress report be submitted April 15, 1988 including an outline of the community outreach activities and results of the survey of the community.

RECOMMENDATION: $20,000.00

Stevenson-Britannia School

1777 Silver Avenue
Winnipeg, Manitoba R3J 1B1

RECEIVED
APR 15 1988
MANITOBA EDUCATION
INNER CITY INITIATIVE

F U N D I N G P R O P O S A L

for

1 9 8 8 - 8 9

A. Program Objectives
B. Evaluation Plan
C. Funding Proposal

A. OBJECTIVES 1988 - 89

1. Provide counselling services.

   Approximately 60% on preventative/developmental programs.
   40% on crisis intervention.

2. Provide regular collaboration time with classroom teachers, administration, and E.S.S. personnel.
3. Provide liaison time with provincial, federal and community agencies
4. Provide opportunities for parent-teacher outreach.
5. Provide personal safety programs for students.
6. Provide opportunities to facilitate positive relationships among student, staff and parents.
7. Provide a new student package for parents and students new to Stevenson-Britannia.
8. Provide a "Newcomers" group in September.
9. Provide inservicing for staff development of counselling techniques and group interaction principals.
10. Provide reference material for classroom use related to counselling topics.
11. Provide adequate record keeping methods.
12. Provide evaluative measures to counselled students, teachers and parents.
13. Assume duties consistent with this position as assigned at both school and divisional levels.
14. To support the before and after school parent Child Center for school age children implemented in 1987 - 88.
15. To plan and implement parent effectiveness training programs for the parents of Stevenson-Britannia, to include S.T.E.P., play therapy, assertive discipline, language development etc.
16. To collaborate with Brian Emond of Child and Family Services on the continuing parent outreach network.
17. To assist with the application for various grants available at the Provincial and Federal level to provide human and financial resources to assist in the development of the above.
18. To plan and coordinate the establishment of a housing registry.
19. To support the growth of the Food Program in conjunction with Harvest Homes.

B. EVALUATION PLAN COMPONENTS

To participate in the compensatory external evaluation which encompasses all aspects of the Compensatory Elementary Counselling Program.

Records, inventories, logs will continue to be maintained on all referred cases.

C. FUNDING PROPOSAL

1. Full time elementary counsellor	
Cost	$40,777.00
2. Professional development time	
a) for inservicing school staff on new trends eg: Learning Channel	
2 days x $85.00 day X 22 staff	3,740.00
b) for counsellor to attend appropriate inservices	
4 days X $85.00 day	340.00
c) travel and support to visit major centers offering similar programs for core area support programs	1,000.00
3. Resources/Materials	
Additional funding is required to meet the 1988-89 objectives	
a) Reference material/supplies for students, staff and parent use	300.00
b) Counsellor kit/books Learning Channels	100.00
c) Computer and software for record keeping	1,500.00
d) Furniture (small couch or 2 chairs)	300.00
e) Fund for raising students self concept eg: haircuts, glasses	150.00
f) Toy Lending Library books/tapes counselling in nature	150.00
Total	$48,357.00

RECOMMENDATIONS

It is recommended that:

- In servicing and training of staff be forthcoming re: Learning Styles and how to apply the knowledge within the classroom
- Expansion of the program occur on the basis of the committment of Stevenson-Britannia to the program as defined by our goals, objectives and role of the counsellor
- Supervision of the program be maintained through the facilitation of a support group and P.D. sessions.
- School based program support materials be purchased from ongoing funding
- there be further expansion of the parent outreach programs as outlined in short and long term goals attached in appendix
  eg: Housing registry, food cupboard

YEAR 3

METRO SCHOOL DIVISIONS

3RD YEAR PROJECTS

PAGE #	SCHOOL	PROJECT	FILE #	REQUEST	PANEL REC.
4-33	Jameswood	Migrancy Program	2-365	$24,035	-
4-42	Victor Mager	Community Liaison	6-180	$37,406	-
4-49	Victor Wyatt	Community Liaison	6-303	$14,703	-
4-53	Elwick/ O.V. Jewitt	Counseling	10-307	$37,500	-
4-62	Edmund Partridge	Learning Ass't.	10-308	$35,000	-

YEAR 3

ST. JAMES-ASSINIBOIA SCHOOL DIVISION

JAMESWOOD SCHOOL

JAMESWOOD ORIENTATION PROGRAM

PR-SD2-365

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: C. Leoppky
SCHOOL DIVISION: St. James-Assiniboia #2
SCHOOL: Jameswood

ORIENTATION PROGRAM

DESCRIPTION OF NEED

80% of students are children of parents in the Armed Forces. These children migrate on a yearly basis, for approximately 6 months of the year. Women are the sole care giver due to Forces personnel being away on training. "Rotation 88" will again increase the number of migrant children for the school term 1988-89. In addition, the Armed Forces places families with identified Special Needs children at Jameswood School. Eleven new children were identified for Low Incidence funding in the Fall of 1987.

PROGRAM OBJECTIVE

The program has three main objectives:
(1) The implementation of an inschool program to support the migrant child socially and academically.
(2) To establish a community (parent) outreach program.
(3) To continue the liaison with the Department of National Defense.

A detailed description of the objectives for 88-89 is attached.

PROJECT DESCRIPTION

The Jameswood Orientation program has been operating for 1 1/2 years. The program focuses on the assessment of children new to the school, follow-up classroom academic support, community outreach and liaison with the Armed Forces. The program also included classroom support for the social and emotional support of children. The program focus will continue with student assessment, academic support to children, building on the community outreach activities that were started, and continuing with the liaison with DND and other community agencies. The school will also explore options for a nursery program for 88-89. A new part-time counsellor will be added to the school staffing complement.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

Copy of the evaluation is included in the proposal as well as an outline for a progress report for 1988-89.

ACTUAL COST 87/88

ME Contribution
Materials: $ 1,000.00

Personnel: $19,000.00

Division Contribution
Materials:

Personnel: .25 Counsellor
1/2 day psychology
1/5 teacher time for Resource
.82 Teacher Time
1 Educational Assistant

REQUESTED BUDGET 88/89

ME Contribution
Materials: $ 2,933.00

Personnel: $21,101.58

Division Contribution
Materials:

Personnel:

TOTAL PROJECT COSTS: $24,034.58

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS
That funding for a 1/2 time teacher be provided by Manitoba Education for the Jameswood J.O.P. program to a maximum of $21,101.00, professional development to a total of $1,411.00 and materials to a total of $1,000.00 for a total of $23,512.00 with a progress report due on April 15, 1989.

Manitoba

Education | Regional Services | 116 — 1200 Portage Avenue, Winnipeg, Manitoba, CANADA R3G 0T5

DATE: November 18, 1986

REGION: Urban

SCHOOL DIVISION: St. James-Assiniboia S.D.#2

SCHOOL: Jameswood

RENEWAL:

NEW: X

PILOT:

REQUEST: $20,000

PROJECT TITLE: Migrancy Program

FILE NO: PR-SD2-365

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund $20,000 for 18 months ($19,000 personnel, $1,000 materials) for January/87 - June/88 contingent upon receipt of a fully developed plan to include:

a) the establishment of a steering committee including but not limited to staff and parents;

b) the Division confirming that it will review the roles of present in-school support staff and division CGC-type staff;

c) inclusion of parent programs at the school level;

d) inclusion of a staff development plan which includes information regarding the role of the principal;

e) inclusion of a liaison plan with the Department of National Defence;

f) submission of an evaluation plan by January 30, 1987;

g) an interim report submitted by June 30, 1987 and a final evaluation by April 15, 1988.

RECOMMENDATION: $20,000

REQUEST FOR CONTINUATION OF COMPENSATORY FUNDING

Due to the high migrancy of children entering and transferring out of the school building and due to the situation created by ROTATION 88 which will increase migrancy Jameswood School is requesting a continuation of and possible extension of the compensatory funding for the 1988-89 school year. Consideration is sought for the possible extension of the program to fund a three-quarter or full time staff member due to the special circumstances of ROTATION 88.

A beginning has been made in terms of finding means of co-operating in planning and carrying out educational programming for migrant military dependents. In addition the community at large is becoming aware of the program and of what the program can offer and does offer. Funding would ensure the continuance of service that has been developed by the program over the past twelve months.

The sense of control, safety and security, as well as the academic development of many children is being threatened with the postings currently taking place. The Orientation program is currently providing an important support service for these children and their families. The staff at Jameswood School feel continuation of the compensatory program would ease the integration of these new families into the school and the community as well as moderate the effects of mobility on departing families.

Continuation of the compensatory program would also allow for the assurance of the orientation portion of the program for those students entering the school suffering from the psychological and social traumas of being repeatedly disconnected from a neighbourhood or community and being challenged in their educational development by the continuous movement among the ten educational jurisdictions in Canada as well as different systems abroad.

To assist with the adjustment time experienced by these families the Orientation Program would like to make plans for a WELCOME TO OUR WORLD evening early in the new school year. The evening would provide families with an opportunity to be socially welcomed to the school community and become more aware of the school, its staff and services.

The program would propose, to counsel upon arrival, both students and parents in order to connect them with the school programs and the services of the community.

The compensatory program will also work to ensure procedures established, function to provide the immediate transfer of children's academic records to and from the learning environments. This would allow immediate work to begin with special needs identification. Over 50 hours of clinical time was required at the beginning of the current school year just to assess the special needs of students arriving. The drain on the services made it impossible to

service the children in the school who had been identified and had programs in place to be delivered. Therefore, the ability of the Orientation Program to facilitate the information flow is crucial to the servicing of all children and to a co-operative venture with parents in planning programs.

The Orientation Program proposes to establish a "revolving door" type of program utilizing the services of the Orientation Teacher in order to provide new students with an opportunity to work in small groups to acquire skills necessary to their integration in the appropriate grade level placement. The "revolving door" progrm would be basically a pull-out system for children lacking similar skills or requiring extra maintenance in various or specific skills. It would be designed to compliment the classroom programs and curricula.

Recommendations have been made by staff, military liason personnel, and parents that the Orientation Program continue further expansion of the community outreach aspect of the program. Initially, the basic objective in establishing The Women's Support group was to focus on creating a comfort level for the parents in the school setting by providing a forum for social skills to develop and interaction to take place. In the future, it is our intent to focus on providing structure and support to the support group in order that it may expand operation to two mornings a week, preceeding one entire morning without the assistance of the J.O.P. teacher. Levels of personal growth of the members of the group has expanded to having the J.O.P. teacher invite speakers to cover topics of interest to the members. Hands-on craft skill development will also be provided for those mothers who have already expressed an interest. A program objective would be to take these ladies one step further in order to explore educational aspects as they relate to their children. This would enhance their parenting skills and also provide them with a greater understanding of the school system and how they can work co-operatively in the education of their children.

A further objective of the program would be to co-ordinate the work done by Educational Support Services clinicians, by the Base Social Workers, by Child and Family Services workers and by the school staff.

63 of 198 students (32%) work with Resource or E.S.S. It was felt that closer communication between these people would benefit the clients and hopefully reduce the amount of time spent in duplicating activities. It was recommended that greater effectiveness could be achieved if the strategies were shared and the communication lines were refined.

A number of students experience behaviour problems that in many cases are the result of confusion and varied expectations from the number of learning environments they have experienced due to migrancy. To assist the students to cope, the compensatory program would extend the time for preventive counselling activities that have just begun this year to continue

Two sub-profiles with inner city characteristics tend to immerge from the family population at Jameswood School- the military family with single-parent characteristics and the single-parent civilian families that are centred in the subsidized housing found the school catchment area. The problems and stressors of each tend to be quite similar in that the military family is often a single-parent situation due to the father's extended absences from the base. Incomes are generally quite low as most of the military personnel who have children in our school are members of the lower paid Non-Commissioned Officer Ranks. As such, they live in the cheaper housing surrounding the rather than the more expensive housing maintained by the Military in other areas of the city. The educational background of many of the parents is similar also. Most of these people do not possess an education past the secondary level, and many of them do not have a complete secondary education. An objective of the program will be to encourage parents to take advantage of the adult upgrading available at our neighboring secondary school which offers both academic and vocational options.

IN SUMMARY, the objectives for the program for 1988-89 school term will be as follows:

1. To orientate to a non-military school system and demonstrate and encourage the positive roles they can play in the educational process and to make available to incoming families informational and welcoming type materials either prior to or upon their arrival to Winnipeg.

2. To continue the orientation process of new students to the school and to facilitate proper placement of students

3. To maintain and expand the communication system between Jameswood School and other school systems from which our population is drawn.

4. To plan and execute a Family Night whereby the new families in the school will be welcomed to the community and the school.

5. To provide a network system of information about the new community to new families.

6. To facilitate in information flow of student academic records.

7. To establish small group "revolving door" program to provide new students opportunity to acquire skills that lag.

8. To continue and expand the paramaters of the Women's Support Group.

9. To assist in the co-ordination of services provided for special needs children by agencies such as E.S.S., Child and Family Services, Base Social Workers and school staff

10. To establish preventative counselling on a permanent basis.

11. To encourage parents to continue their own education through school sponsored workshops on educational issues and to attend adult upgrading classes.

12. To continue and expand upon the military liason aspect of the program.

13. To provide Professional Development Days for all staff members to attend migrancy or counselling related conferences, or to make visitations to other city schools with migrancy problems in order that the most effective strategies can be implemented into Jameswood School.

14. To have the J.O.P. Teacher attend related professional development conferences or visitations.

15. To have the J. O. P. Teacher on duty as soon as the building opens to new registrations in August and to facilitate the new year orientation themes in September.

EVALUATION PROCEDURES

- obtain parent and Military feedback regarding orientation materials received, registration procedures and school tours.

- log number and type of parent contacts.

- analyze the progress made in the achievement of immediate transfer of students records to and from learning environments.

- monitor and record the number of hours of teacher, resource and clinical time required to identify, assess and program for special needs students.

- anaylze the service provided to special needs students.

- obtain feedback from staff, parents and students on the "Revolving Door" concept of skill enhancement.

- document dialogue between Educational Support Services, Base Social Work, Child and Family Services and the School regarding the coordination of services.

- survey parents regarding the community outreach aspects of the program.

- record notes or minutes of meetings as they relate to the program.

- compile print material which has been issued relating to the program.

- obtain staff feedback on the counselling aspects of the program.

- log new contacts and liaisons made with the Military and community.

- log Professional Development Opportunities which have been made available to staff.

- obtain feedback from Child and Family Services and the Military Liaisons regarding the initatives of the Jameswood Orientation Program.

YEAR 3

ST. VITAL SCHOOL DIVISION

VICTOR MAGER SCHOOL

COMMUNITY LIAISON WORKER

PR-SD6-180

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: S. Matthews
SCHOOL DIVISION: St. Vital S.D. #6
SCHOOL: Victor Mager

COMMUNITY - SCHOOL LIAISON WORKER

DESCRIPTION OF NEED

Previously Established.

68% single parents, low income levels, highest referral rate and caseload list for the C.G.C., and also has the highest number of C.F.S. case involvement in the Division. 1/3 E.S.L. Students. 16% identified as low incidence.

PROGRAM OBJECTIVE

1) To facilitate and encourage increased parental involvement in the school through direct parent contact, volunteerism, informal meetings. 2) For the school to be acknowledged as an integrated part of the wider community. 3) To enhance learning opportunities for students which involves a community component. 4) To research and acquire materials relating to Community Education. 5) To evaluate and document the program so that information is easily accessible.

PROJECT DESCRIPTION

The request is for a full-time Community Liaison worker position for two years (Sept. 1988 - 1990).

1) Building an organizational structure
2) Working with staff to develop the program, to support Educational Programs that involve the community.
3) Developing, implementing a volunteer program within the School (training the volunteer co-ordinator)
4) Community outreach (both in and out of school)
5) Involving parents in the decision making processes and supporting the school.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

See attached progress report. Evaluation plan included.

ACTUAL COST 87/88

ME Contribution
Materials: _____

Personnel: $13,750.00

Division Contribution
Materials: _____

Personnel: _____

REQUESTED BUDGET 88/89

ME Contribution
Materials: _____

Personnel: $29,406.00

Division Contribution
Materials: _____

Personnel: $8,000.00 + Ensuring that the position of volunteer co-ordinator is full-time

TOTAL PROJECT COSTS: $37,406.00

COMMENTS/CONTINGENCIES
A volunteer co-ordinator has been hired and the Division has demonstrated its commitment to the program by allocating funds for the position to continue in the 1988-89 school year.

STAFF RECOMMENDATIONS
That M. E. fund a full-time community school liason worker at $29,406. contingent on the division contributing $8,000. and ensuring that the volunteer co-ordinator position is full time. Further that the Division submit an interim evaluation report by April 15, 1989.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: St. Vital S.D.#6

SCHOOL: Victor Mager

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $16,000.00

PROJECT: Community Liaison Worker

FILE NO: PR-SD6-180

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding at $13,750.00 for .5 community liaison worker based on $1,250.00 per month for 11 months. Funding contingent upon M.E. staff meeting with the new administration of the Division and receiving a letter confirming support. That a progress report be received by January 31, 1988 and a final progress report be submitted on April 15, 1988.

RECOMMENDATION: $13,750.00

ST. VITAL SCHOOL
DIVISIONAL FUNDING
PROPOSAL

FUNDING PROPOSAL

That Compensatory Grants fund a full-time Community Liaison Worker at Victor Mager School and a half-time Community Liaison Worker at V.H.L. Wyatt School for the 1988-89 school year.

and

That the St. Vital School Division provide funds for a half-time divisional Community Liaison Worker and two full-time Volunteer Coordinators for the 1988-89 school year.

BACKGROUND AND RATIONALE:

VICTOR MAGER SCHOOL

Funding for a full-time project from September /85 to August/87 was received through Compensatory Grants. However, at the end of the initial two year funding period, the Community Liaison Worker left to take up other employment. As well, the principal and vice-principal were transferred and a high turnover of teaching staff took place. Even though half-time funding had been approved by Compensatory Grants and the St. Vital School Division had committed $5,000 in October to support the program for the fall of 1987, the new Community Liaison Worker was not hired until November.

The St. Vital School Board, in its 1988 budget, has set aside $8,000 (*1) for a Volunteer Coordinator for Victor Mager School and will request Federal Jobs Fund support to insure that this position is full-time. However, full funding for a Community Liaison Worker is necessary at this school so that the objectives for community involvement, established by the staff, Community Liaison Worker, and administration can be achieved. (*2) We would ask that their request be considered as a new proposal because of the special circumstances outlined in their request.

V.H.L. WYATT SCHOOL

Victor Wyatt School received funding for a Community Liaison Worker in 1986/87 and the full-time worker's salary was again funded in 1987-88. Considerable progress has been made in this two-year period and the V.Wyatt Parent Advisory Council in its presentation to the St. Vital School Board requested that a half-time Community Liaison Worker continue in place for 1988-89 and that a full-time Volunteer Coordinator be hired for the same time period. The community's intent is that at the end of this period only the Volunteer Coordinator would continue and he/she would be supported by a divisional Community Liaison /Coordinator Worker.

*1 Monies presently in 1988 St. Vital School Division Budget.
*2 See V. Mager Proposal for details on rationale, objectives, etc.

Our request is that the Compensatory Grants fund a half-time Community Liaison Worker at V.H.L. Wyatt School for the 1988-89 school term. The St. Vital School Division would fund a full-time Volunteer Coordinator though a divisional contribution of $8000 (*1) and a request for Federal Jobs Fund support to ensure that the position is full-time.

In addition, the St. Vital School Division will fund a half-time divisional Community Liaison Coordinator (*1) to assist in the development of a community outreach program at Dakota Collegiate which will build on the programs which have been established at two of its feeder junior high schools, V.H.L. Wyatt and Victor Mager.

The Divisional Coordinator would, also, assist parents from the new Ashworth School area (Building to be opened September 1989 and students to be housed at Victor Mager for 1988-89) to develop a parent advisory council and work with the principal elect, Mr. George Jersak, and his selected staff in developing a school philosophy which can include community and school in partnership as its basis of operation.

In summary, our request for our School Division:

FUNDING PROPOSAL

		FUNDED BY	FUNDED BY
	POSITION	COMP. GRANTS	SCHOOL DIVISION
Victor Mager	Community Liaison Worker	$29,406.00	
	Volunteer Coordinator		$8,000.00
V. H. L. Wyatt	.5 Community Liaison Worker	$14,703.00	
	Volunteer Coordinator		$8,000.00
Divisional Community Liaison Coordinator/Worker	.5 Divisional Community Liaison		$14,703.00
(Ashworth School & Dakota Collegiate)	Coordinator/Worker		
Total Support: Compensatory Grants Requested		$44,109.00	
Total Support: St. Vital School Division			$30,703.00

YEAR 3

ST. VITAL SCHOOL DIVISION

VICTOR H. L. WYATT SCHOOL

COMMUNITY LIAISON WORKER

PR-SD6-303

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: S. Matthews
SCHOOL DIVISION: St. Vital S.D. #6
SCHOOL: Victor H. L. Wyatt

COMMUNITY LIAISON WORKER

DESCRIPTION OF NEED

General census tract data (1981) previously established the community lacks recreational opportunities for the K - 8 students that the school serves because of inaccessible community clubs.

PROGRAM OBJECTIVE

To facilitate the school's provision of leadership and services to meet community needs.
To strengthen and continue the programs that have been introduced by the community liaison worker.
To train a volunteer co-ordinator in all aspects of volunteer recruitment and support.

PROJECT DESCRIPTION

1) The Community Liaison worker would be responsible for training a Volunteer Co-ordinator, recruited from the Meadowood community, and for working with the Wyatt Community-School association to develop its mandate and enhance its impact in the community.
2) That the training for the Volunteer Co-ordinator would include: all aspects of volunteer recruitment and support, developing and operating a wide variety of school-based programs for children and adults, during and after school hours.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

ACTUAL COST 87/88

ME Contribution		Division Contribution	
Materials:	$ 500.00	**Materials:**	
P.D.	$ 500.00		
Personnel:	$27,500.00	**Personnel:**	

REQUESTED BUDGET 88/89

ME Contribution		Division Contribution	
Materials:		**Materials:**	
Personnel:	$14,703.00	**Personnel:**	$8,000.00

TOTAL PROJECT COSTS: $14,703.00

Plus ensuring position for a volunteer co-ordinator is full time.

COMMENTS/CONTINGENCIES
The St. Vital School Division has indicated its commitment to the continuation of programs begun under compensatory grants. The first of these resulted in a counsellor position becoming permanent at LaVallee School. The second and third (Victor Major and Victor H. L. Wyatt) have received funding support in the 1988 School budget for volunteer co-ordinators.

STAFF RECOMMENDATIONS
That Manitoba Education fund .5 Community Liaison Worker position at $14,703. contingent on the Division contributing $8,000. and ensuring that the volunteer co-ordinator position is full time.

Manitoba

Education | Inner City Initiatives | 124 King Street, Winnipeg, Manitoba, CANADA R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: St. Vital S.D.#6

SCHOOL: Victor H.L. Wyatt

RENEWAL: 2nd Year

NEW:

PILOT:

REQUEST: $30,000.00

PROJECT: Community Liaison Worker

FILE NO: PR-SD6-303

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding of $28,500.00 ($27,500.00 salary based on $2,500.00 per month for 11 months, $500.00 for materials and $500.00 for professional development) and that a final evaluation be submitted by April 15, 1988.

RECOMMENDATION: $28,500.00

SEVEN OAKS SCHOOL DIVISION

O.V. JEWITT SCHOOL

ELWICK SCHOOL

ELEMENTARY GUIDANCE & COUNSELLING PROGRAM

PR-SD10-307

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: S. Matthews
SCHOOL DIVISION: Seven Oaks #10
SCHOOL: O. V. Jewitt/Elwick

ELEMENTARY GUIDANCE & COUNSELLING PROGRAM

DESCRIPTION OF NEED

Previously established through 1981 Census Tract data.

Elwick	(K-6)	505 students
O.V.Jewitt	(K-6)	600 students

PROGRAM OBJECTIVE

To establish and maintain developmental programs and services to assist students with their social and emotional well-being.

PROJECT DESCRIPTION

* two half-time Elementary Guidance positions are funded by Manitoba Education with another two half-time positions matched by the Division. A co-ordinator provides divisional leadership and facilitates reporting staff developmental plans. The Counselling Program is developmental and includes preventative education in conjunction with other members of the school team.
* Counsellors work with individuals, small groups and classrooms.
* the counsellors provide teachers with support. All programs recognize involvement in crisis counselling as essential, but;
* the overall focus is on preventative counselling.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

An interim evaluation was submitted in April 1987.
Second Year evaluation is part of the external evaluation co-ordinated by Manitoba Education
See attached. The recommendations and action taken from the 1987 interim evaluation.

ACTUAL COST 87/88

ME Contribution		Division Contribution	
Materials:		**Materials:**	
Personnel:	$37,500.00	**Personnel:**	$37,500.00

REQUESTED BUDGET 88/89

ME Contribution		Division Contribution	
Materials:		**Materials:**	
Personnel:	$37,500.00	**Personnel:**	$75,000.00

TOTAL PROJECT COSTS: $37,500.00

COMMENTS/CONTINGENCIES

The funding that Manitoba Education has provided has been consistently matched by the Division. Expansion of the current program is directly linked to the continuation of funding from Manitoba Education: expansion of the program by 1.0 counsellor in its 1988 budget.

STAFF RECOMMENDATIONS

That Manitoba Education fund two .5 elementary Counselling positions to a maximum of $37,500. in Elwick and O.V. Jewitt Schools contingent upon the Division providing matching funds to continue the expansion of the programs.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Seven Oaks S.D.#10

SCHOOL: Elwick and O.V. Jewitt

RENEWAL: 2nd Year

NEW:

PILOT:

REQUEST: $75,000.00

PROJECT: Elementary Guidance Program

FILE NO: PR-SD10-307

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding of $37,500.00 to provide two .5 elementary guidance positions contingent upon the Division continuing to provide matched funds to maintain another two .5 positions at Margaret Park and Victory Schools. Final evaluation to be submitted by April 15, 1988.

RECOMMENDATION: $37,500.00

SEVEN OAKS SCHOOL DIVISION #10

375 Jefferson Avenue • Winnipeg, Manitoba R2V 0N4 • 586-9651

January 26th, 1988

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MANITOBA EDUCATION
INNER CITY INITIATIVE

Ms. Carolyn Loeppky,
Inner City Initiatives,
124 King St.,
Winnipeg, Man. R3B 1H9

Dear Carolyn:

Enclosed is our Renewal Proposal for third year funding of the Elementary Guidance and Counselling Program, File Number PR-SD10-307. This project is a high priority for the Division.

We look forward to continued support for this program. Should additional information be necessary, our Division will comply.

Sincerely,

Helen Loeppky.

Helen Loeppky
Assistant Superintendent

HL:pp
Enc.

SEVEN OAKS SCHOOL DIVISION

RENEWAL PROPOSAL

ELEMENTARY GUIDANCE AND COUNSELLING PROGRAM

FILE NO. PR-SD10-307

Submission for: Spring, 1988

Prepared by: Marilyn Froment
Division Department Head
Guidance and Counselling

SCOPE OF PROGRAM:

- .5 counsellors per school currently in program
- program currently operates in:

Elwick Community School	-	505 students
O.V. Jewitt School	-	600 students
Margaret Park School	-	235 students
Victory School	-	214 students

- 1988 budget proposal has an additional 1.0 counselling position for elementary
- program currently operates with matched funds ($37,500.00) from Manitoba Education and the Division

PROGRAM OBJECTIVE:

- to establish and maintain developmental programs and services to assist students with their social and emotional well-being (see File No. PR-SD10-307)

PROGRAM DESCRIPTION:

- to implement developmental programs including preventative education in conjunction with other members of the school team for all students
- to counsel individuals and groups of students
- to provide support for all students
- to recommend programs and procedures to enhance the social and emotional development of students
- to collaborate with all service areas - Division and community based
- to communicate to administrators, teachers and other personnel
- to communicate with and to assist parents or guardians
- to maintain appropriate records and files

EVALUATION:

- an interim evaluation was submitted in April, 1987
- second year evaluation will be part of the external evaluation project co-ordinated by Manitoba Education
- the recommendations and actions taken from the 1987 interim evaluation are:

Recommendation 1: The Elementary Guidance and Counselling Pilot Program be continued in the four schools in which it is currently operating.

Action: The program continued in the four schools for 1987-88.

Recommendation 2: That expansion of the program occur; and that this occur on the basis of need, as well as on the basis of school commitment to the program as defined by its goals, objectives and counsellor roles.

Action: Expansion of the program did not occur during the initial two year implementation plan for the project. Program expansion is considered within the 1988 proposed budget.

Recommendation 3: That supervision of the program be maintained with the focus being: Divisional continuity in the areas of structure and organization of each program and the facilitation of a support group and inservicing sessions.

Action: Supervision of the program has been maintained. Divisional continuity in the areas of structure and organization of each program is occurring. Regular support group contact and inservicing sessions are ongoing.

Recommendation 4: Adequate facilities be provided/maintained for the program. (i.e. A private office of a size large enough to accommodate small groups, student interviews and a display area, as well as a telephone.)

Action: Given the limited availability of non-classroom space at each school, adequate facilities have been provided and maintained. Small group work occurs in a variety of locations other than the counsellor's room. Additional display areas are being developed.

Recommendation 5: Start up materials be provided to each counsellor.

Action: Very basic materials were available midway through the initial year. Additional materials have been provided in the second year. The acquisition of program support materials will be ongoing.

Recommendation 6: Ongoing funding be provided for school based program support materials, Divisional shared resources and inservice sessions.

Action: Funding has been provided for program support materials, Divisional shared resources and inservice sessions.

Recommendation 7: Recruitment of counsellors be on the basis of professional training and experience in counselling, preferably at the elementary level.

Action: This recommendation will be followed when recruiting counsellors for the program.

Recommendation 8: Feedback be provided to all Seven Oaks elementary school staff regarding this pilot program.

Action: Copies of the interim evaluation were sent to all schools in the Division. Staff was encouraged to review the report. At the four schools in the pilot program, shaping occurred based on the report.

Recommendation 9: An evaluation of the impact of the program occur after completion of the two year pilot.

Action: Evaluation of the second year pilot will occur with the external evaluation project of Manitoba Education.

RESOURCES REQUIRED:

- a minimum counsellor requirement of .5 per school
- matched funding of $37,500.00 with the understanding that the Division has proposed expansion of the program by 1.0 counsellor in its 1988 budget proposal
- program support materials, etc. will be provided by the Division

COMMENTS:

- if the continued maintenance and expansion of this program is a high priority
- expansion of the current program is directly linked to the continuation of funding from Manitoba Education
- the impact of this program has been positive; the need for elementary guidance and counselling program is growing

YEAR 3

SEVEN OAKS SCHOOL DIVISION

EDMUND PARTRIDGE SCHOOL

LEARNING ASSISTANCE PROGRAM

PR–SD10–308

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: S. Matthews
SCHOOL DIVISION: Seven Oaks #10
SCHOOL: Edmund Patridge

EDMUND PATRIDGE LEARNING ASSISTANCE PROGRAM

DESCRIPTION OF NEED

Edmund Partridge Junior High School's catchment area is comprised of four elementary feeder schools whose population spans middle to lower socio-economic groups. The community is diverse in its ethnicity and language. Student population 325; 15% single-parent families, 17% functioning 2 or more years below grade level, 25% repeated one or more grades, 6% C.G.C. involvement.

PROGRAM OBJECTIVE

1) To provide support to students individually and in small groups to better insure academic success ;
2) To increase the amount of time special needs students spend in the mainstream;
3) To provide training for teachers in the area of mainstreaming.

PROJECT DESCRIPTION

Under the direction of the resource teacher the team (Resource Teacher, Learning Assistance Teacher and Aide) will continue to be involved in a variety of activities including formal classroom observations, formative and summative student assessment, diagnostic teaching, program planning and modification, in-class assistance, parent contact and student and program evaluation.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

At the writing of this report the evaluation had not been received. Further information will be provided at panel meeting.

ACTUAL COST 87/88

ME Contribution		**Division Contribution**	
Materials:		**Materials:**	
Personnel:	$16,200.00	**Personnel:**	

REQUESTED BUDGET 88/89

ME Contribution		**Division Contribution**	
Materials:		**Materials:**	
Personnel:	$26,000.00	**Personnel:**	$16,200.00
Inservice for teachers	$9,000.00	1987-1988 Budget	
TOTAL PROJECT COSTS:	$35,000.00		

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That Manitoba Education fund this project to a maximum of $35,000.00 to cover salary for 2/3 teacher position at $26,000.00 and P.D. at $9,000.00. Further, this funding be contingent on the Division submitting a P.D. plan by Oct 1, 1988 for inservicing teachers re mainstreaming. That the Division submit a progress report that responds to recommendations contained in the Year 2 evaluation. The report should also include an action plan outlining program directions, a summary of activities, and an outline of any program changes that occurred during the year. The progress report is to be submitted on April 15, 1989. Release of funds is contingent upon receipt of the year II evaluation.

Manitoba

Education | Inner City Initiatives | 124 King Street, Winnipeg, Manitoba, CANADA R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Seven Oaks S.D.#10

SCHOOL: Edmund Partridge

RENEWAL: 2nd Year

NEW:

PILOT:

REQUEST: $51,000.00

PROJECT: Learning Assistance Centre

FILE NO: PR-SD10-308

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding of an additional $16,200.00 to continue the .67 cooperating teacher to June 1988. Funding contingent upon the Division's continuing contribution of .5 teacher's aide and .5 cooperating teacher. A final evaluation to be submitted April 15, 1988.

RECOMMENDATION: $16,200.00

SEVEN OAKS SCHOOL DIVISION #10

375 Jefferson Avenue • Winnipeg, Manitoba R2V 0N4 • 586-9651

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INNER CITY INITIATIVE

January 28, 1988

Ms. Carolyn Loeppky,
Inner City Initiatives,
124 King Street,
WINNIPEG, Manitoba
R3B 1H9

Dear Carolyn:

Enclosed is our renewal proposal for the Edmund Partridge Learning Assistance proposal for 1988-89. This project has been most successful and is a high priority for the Division.

We look forward to continued support for this program. Should you require additional information, please do not hesitate to call me at 586-9651.

Sincerely,

Helen Loeppky

Helen Loeppky,
Assistant Superintendent.

HL/ek

Encl.

THE EDMUND PARTRIDGE LEARNING ASSISTANCE PROPOSAL - 1988 - 89

Rosalene Saleski
Principal

Alice Hanna
Resource Teacher

The concept of a school based learning assistance provides unique opportunities for successful student services not available in any other setting and is derived from the knowledge that despite the school's best efforts some students do not respond positively to the usual supports and interventions available. They may be experiencing academic problems sufficiently severe to require more intensive input than can be provided by the classroom teacher and the generally limited time available from the resource teacher. It is also not unusual for learning difficulties to be complicated by emotional, social or behavioral problems. In order for the student to break his/her non-productive learning and behavior patterns it is necessary to break the failure pattern by establishing an appropriately modified program (or modified teacher expectations) coupled with individual assistance to ensure a success experience. The need will become greater as more special needs students spend larger portions of their day in the mainstream.

In order for in-class assistance to occur in a meaningful way, an extensive resource team is required so that assistance is available in as many core subject classes as possible. The goal for 1988-89 for Edmund Partridge is that the resource team consist of one resource teacher, plus the equivalent of 1 learning assistance teacher position. It is requested that Compensatory Funding support 2/3 position with the Division fund the remainder.

Under the direction of the resource teacher, the team will continue to follow the SETSEM model (Weber, 1982) in a general way. Team members will continue to be involved in a variety of activities including formal classroom observation, formative and summative student assessment, diagnostic teaching, program planning and modification, in-class assistance, parent contact and student and program evaluation. One of the main objectives for the new school term will be to provide training for teachers in the area of mainstreaming and to increase the amount of time special needs students spend in the mainstream.

LEARNING ASSISTANCE MAINSTREAMING BUDGET

It is requested that the following funding be provided to the Edmund Partridge Learning Assistance Program for the 1988 - 89 school year to support the Learning Assistance Model in its efforts to mainsteam special needs students.

1. 2/3 teacher position.....	$26,000.00
2. Inservicing for teachers re mainstreaming	$9,000.00
TOTAL	$35,000.00

REFERENCES

Glasser, Wm. Schools without failure. New York: Harper & Row, 1969.

Landry, R. & Robichaud, O. Individualizing the individualization Processes by in service teacher training. Canadian Journal for Exceptional Children, 1986, Vol. 2, No. 1.

Weber, K. The teacher is the key. Toronto: Methuen, 1982.

ORIGINAL

THE EDMUND PARTRIDGE LEARNING CENTRE

PROPOSAL FOR COMPENSATORY FUNDING

August 25, 1986

Submitted by: Rosalene Saleski
Principal

Alice Hanna
Resource Teacher

EDMUND PARTRIDGE JUNIOR HIGH SCHOOL

LEARNING CENTRE PROPOSAL

RATIONALE

The rationale for a school based learning centre is derived from the knowledge that despite the school's best efforts some students do not respond positively to the usual supports and interventions available. They may be experiencing academic problems sufficiently severe to require more intensive input than can be provided by the classroom teacher and the generally limited time available from the resource teacher. It is also not unusual for learning difficulties to be complicated by emotional, social or behavioral problems. In order for the student to break his/her non-productive learning and behavior patterns it is necessary to break the failure pattern by establishing an appropriately modified program (or modified teacher expectations) coupled with individual assistance to ensure a success experience.

> Regardless of how many failures a person has had in his past, regardless of his background, his culture, his color, or his economic level, he will not succeed in general until he can in some way first experience success in one important part of his life. ... I believe that if a child, no matter what his background, can succeed in school, he has an excellent chance for success in life. (Glasser, 1969. p. 5).

NEEDS STATEMENT

Community Description

Edmund Partridge Junior High School is one of four junior high schools in Seven Oaks School Division No. 10. Its catchment area is comprised of four elementary feeder schools whose population spans upper middle class to lower socio economic groups. The community consists of a variety of ethnic backgrounds, however very few students are first generation Canadians. Students come from various home situations including stable (and unstable) two parent families as well as over 50 single parent and newly blended families.

School Description

Edmund Partridge Junior High School has 325 students. In addition to grade 7, 8 and 9, the school houses and provides programming for grade 8 and 9 Occupational Entrance and one class of Developmental Education students. Within the student population, academic abilities vary a great deal. Approximately 55 students are functioning 2 or more years below grade level and approximately 80 have repeated one or more grades. The Child Guidance Clinic is actively involved with over 20 students within the school. These statistics indicate a population in serious need of special support services. Truancy, lack of academic achievement, behavioral, social and emotional problems all reflect needs which are very difficult to meet successfully within the regular classroom setting. There are 39 special needs students with a combination of serious academic, behavioral and social-emotional problems who require highly individualized, success-oriented academic programs with a counselling component.

GOALS

The goals of the proposed Edmund Partridge Learning Centre are multidimensional in nature. The concept of a school based learning centre provides unique opportunities for successful student services not available in any other setting.

1. To provide any individual assessments necessary prior to developing individual educational plans for the students.

2. To develop and implement effective instructional strategies for each individual student based in part on resource team assessment information.

3. To determine and define which educational techniques and materials will best serve to assist the students and assist teachers with implementing them.

4. To determine the nature of the learning environment best suited to the students needs and assist teachers with providing students with such an environment.

5. To develop specific, practical educational plans for implementation with the student.

6. To help classroom teachers better understand the special needs student through consultation, individualized programming and follow-up.

7. To work closely with the school team (classroom teachers, counsellors and administration) so that appropriate teaching, learning and behavioral strategies are in place in all classes.

8. To work closely with parents and help them to comprehend the nature of the student's problem and the change strategies which are being implemented. To assist and encourage parents to work in conjunction with the school team so that positive changes in learning and other behaviors are reinforced both at school and at home.

9. To teach students to work independently. This is one of the most important goals. Without this skill students will not succeed in the classroom setting.

10. To help students experience academic success. It is essential that students with a failure identity have academic success experiences in school. This provides the motivation to work toward more success.

11. To actively involve parents in the Learning Centre assistance program.

LEARNING CENTRE PERSONNEL

1. Resource Teacher - The Learning Centre is staffed with one experienced, qualified resource teacher with experience both at the elementary and junior high and strong human relations skills. Since a large number of students with learning problems have behavioral and other personal problems, it is not unusual for the Learning Centre resource team to provide counselling and advice of a non-academic nature. The resource teacher's human relations skills are also essential during the considerable portion of her time spent in consultation with other staff members and parents.

2. Teacher Aide - The Learning Centre is to be staffed with one experienced teacher aide. This should be an individual who enjoys teenagers, relates well to them and is able to set firm, consistent guidelines for students. The teacher aide will work under the supervision of the resource teacher.

3. Teacher Assistants - The goal is to have the Edmund Partridge Learning Centre staffed with a resource team consisting of the equivalent of two teaching positions (in addition to the resource teacher and the teacher aide) to work with individual students in their regular classroom settings and to assess student strengths, deficits and skill levels under the direction of the resource teacher.

THE LEARNING CENTRE PROGRAM

Student Selection -

The Learning Centre is to be an extension of the regular resource program and consequently referrals will be made by teachers, counsellors, administrators, parents or students themselves to the resource teacher. Priority will be given to those of average intelligence who exhibit a significant gap between potential and actual academic achievement but have not benefitted from previous resource or other special program placement, as well as to students whose testing has determined them to be academically delayed (more than 2 years below grade level) and/or demonstrate behavioral difficulty.

Student Programs -

The goals of the Learning Centre are to provide students with appropriate program modification, individual assistance and academic success experiences.

Peers play a prominent, influentual role in the life of the junior high school adolescent. "Because of the heightened importance of the peer group during adolescence, motivation for conformity to the values, customs, and fads of peer culture increases during this period." (Conger, 1973. p. 289). With this in mind, direct assistance to students is provided within the regular classroom setting wherever possible rather than working with the student in the Learning Centre. In addition, there are definite disadvantages to segregation of students for teaching purposes.

> The disadvantages, however, are that such segregation increases the students' sense of isolation from the mainstream and frequently denies them the breadth of academic experience a school can offer. Such a special unit, moreover, is all too susceptible to becoming a discard pile for all those discomforting problems that no one wants to handle. (Weber, 1982. p. 151).

In order for in-class assistance to occur in a meaningful way, an extensive resource team is required so that assistance is available in as many core subject classes as possible. The resource team is to consist of one resource teacher the equivalent of two teacher positions and one teacher aide. Under the direction of the resource teacher, the team will follow the SETSEM model (Weber, 1982) in a general way.

1. Structure - classroom and instructional management, arrangement of material in units related to student need.

2. Efficient - strategies to achieve goals, positive action plan instead of inaction.

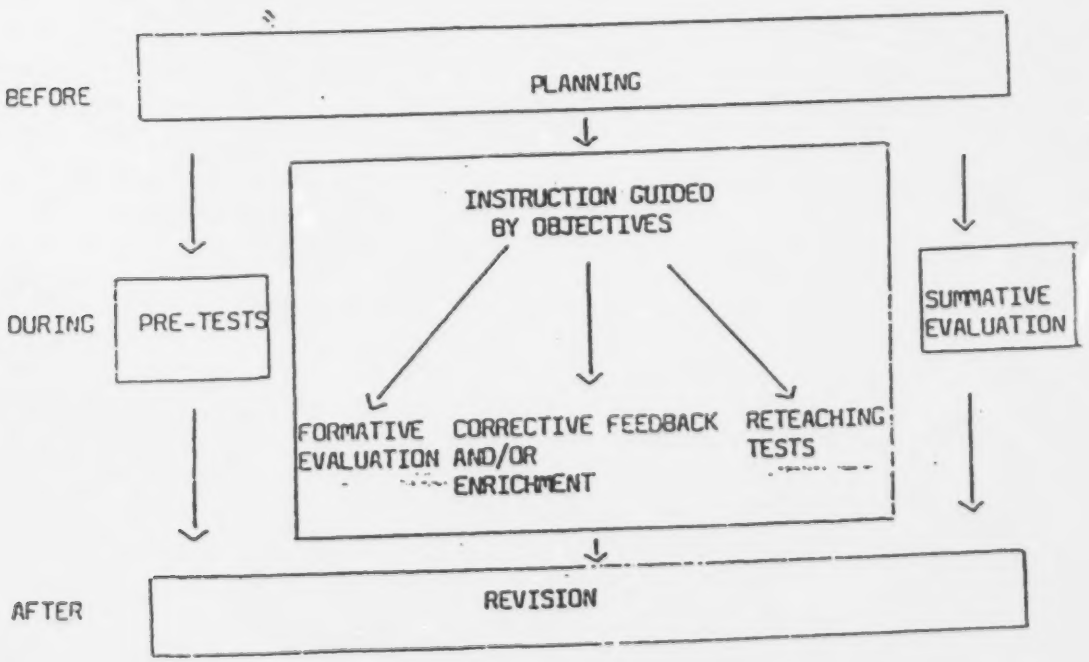
3. Thinking Skills - problem solving skills and applying them to daily work.

4. Skill Development - subject areas, student centered with subjects as a means not an end.

5. Encouragement - affect, with a goal to move students toward independence, self-confidence and academic achievement.

6. Momentum - intrinsic motivation, gained as students begin to achieve and attain some academic success, self-concept, and the realization that they have the capacity to learn and achieve.

The Learning Centre follows the SETSEM model. Landry and Robichaud (1986) present a comparable model for a gradual and cumulative implementation of individualized instruction.



Dimensions of the Learning Centre program:

1. Observation: - the resource teacher will do formal observation.

2. Assessment: - summative pre and post standardized testing will be done in the Learning Centre by members of the resource team.
- formative curriculum based, frequent, daily at first, to give direction to individualized program modification.

3. Diagnostic Teaching: - a) to identify strengths and learning style
- b) to establish instructional level

4. Planning: - a) program modification. This is a collaborative effort between the classroom teacher, the resource teacher and frequently includes the resource team teacher and the student.
- b) teaching. This involves presentation of modified program and strategies in the classroom, applied to the classroom curriculum. Strategies frequently include student self monitoring, self questioning, goal setting, organization of tasks related to goals.

5. Parent contact: - Frequent and regular parent contact is essential. Generally it will occur following the referral, following the observation and assessment period, prior to termination of intensive resource period, at each of the regular school reporting periods (every 6 to 7 weeks for students experiencing academic difficulty) in addition to contact as required or requested by school or parents.

6. Evaluation: - student self evaluation based on their own progress records.
- teacher curriculum based assessment which includes regular testing, daily work and assignments.
- resource teacher - pretesting and summative evaluation using standardized tests (This is an interm measure until curriculum based assessment is established at Edmund Partridge).
- formative curriculum based assessment.

7. School teams - the resource teacher meets regularly with each academic teacher to discuss the students in his/her class.
- the resource teacher will meet regularly with the members of the resource team regarding students they are assisting.
- administration, counsellors and resource teachers meet regularly to discuss special needs students.
- administration, counsellors and resource teachers frequently meet with child guidance personnel regarding student concerns and progress.
- all school personnel meet with or contact parents frequently.

EVALUATION PLAN

A sound evaluation plan is a necessary component of every good program. It provides information which will allow the evaluator to determine if the Learning Centre has met its objectives. It can then be decided which aspect should be expanded or remain the same and which modified or eliminated. The following measures will be used to evaluate the effectiveness of the Edmund Partridge Learning Centre program:

1. Pre and post testing - A combination of formative evaluation based on curriculum based assessment and a summative evaluation based on standardized testing will be utilized. Students will be tested prior to entering the program, at regular intervals during the school year.

2. Attendance record - A daily record of attendance for each class period will be kept. This will be compared with pre and post resource team assistance.

3. Video observation - A record of student behavior, work habits and independent work skills will be recorded and will be utilized to assess student growth.

4. Classroom observation - Formal observations will be made of students in regular classes and in the Learning Centre to evaluate progress in attending skills, lessening of distractibility etc.

5. Verbal and written feedback - Verbal and written feedback on various aspects of the Learning Centre program and its strengths and deficits will be solicited from parents, teachers, students and Learning Centre staff.

6. Child Guidance Clinic feedback - Verbal and written feedback on the centre's effectiveness will be obtained from the Child Guidance personnel serving students at Edmund Partridge.

LEARNING CENTRE ESTABLISHMENT BUDGET

It is requested that the following funding be provided to the Edmund Partridge Learning Centre for a 2 year period in order to firmly establish the Learning Assistance Model in addition to partial funding the third year to sustain it and assist with the transition to divisional funding.

1.	One teacher (preferably with resource qualifications)..	$35,000.00
2.	One teacher aide	$13,000.00
3.	Teaching-learning materials - ..... books, pamphlets, kits, programs, reference materials	$2,000.00
4.	Three Apple 2C computers - ..... two starter set, one with a colour monitor.	$3,300.00
5.	One dot matrix printer -	$500.00
6.	Computer programs and blank diskettes	$500.00
7.	One colour television with stand, one video camera-recorder -	$2,500.00
8.	Furnishings - tables, chairs, shelving, filing cabinet, desks, dividers, casual furnishings ..	$1,800.00
	TOTAL	$58,800.00

REFERENCES

Glasser, Wm. Schools without failure. New York: Harper & Row, 1969.

Landry, R. & Robichaud, O. Individualizing the individualization Processes by in service teacher training. Canadian Journal for Exceptional Children, 1986, Vol. 2, No. 1.

Weber, K. The teacher is the key. Toronto: Methuen, 1982.

YEAR 2

METRO SCHOOL DIVISIONS

2ND YEAR PROJECTS

PAGE #	SCHOOL	PROJECT	FILE #	REQUEST	PANEL REC.
5-80	Princess Margaret	Elementary Guidance & Community Liaison	9-396	$32,500	$32,500

YEAR 2

RIVER EAST SCHOOL DIVISION

PRINCESS MARGARET SCHOOL

ELEMENTARY GUIDANCE & COMMUNITY LIAISON

PR-SD9-396

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: Erika Kreis
SCHOOL DIVISION: River East #9
SCHOOL: Princess Margaret School

ELEMENTARY GUIDANCE & COMMUNITY LIAISON

DESCRIPTION OF NEED

Dual Track English/German school as well as ESL for the immigrant population of the Division. Of the 587 students K-6 - 41% English, 59% German track. ESL - 11.4%, 36% are from multiple housing projects, 11% to single parent families, 20% mobility rate.

PROGRAM OBJECTIVE

To better meet the needs of children academically, emotionally, socially, physically and creatively by offering elementary guidance and community liaison support.

PROJECT DESCRIPTION

An Elementary Guidance Counsellor would offer classroom and individual counselling, assist in developing specific programs such as personal safety and child advocacy. Descriptors of the role: counselling, coordinating and consulting with students, teachers, parents and other service agencies.

Community Liaison Worker - develop leadership skills among students and adults, develop and maintain communication liaison between program leaders, school personnel, community and agencies:

- develop awareness of the school system and community among parents of diverse cultures
- maintain and develop liaison with other service and ethnic organizations
- act as a therapeutic agent with families through mediation and training

RENEWALS
PROJECTS REQUESTING 2ND YEAR FUNDING

RESULTS TO DATE

Staff development plan conducted in September 1987, approximately 40 workshops or conferences attended by staff (individuals, groups, total staff) based on professional development needs.

Community liaison has provided leadership and services which address the objectives of the program.

Guidance Counsellor has provided support to students, staff and parents which address the objectives of the program.

YEAR II EVALUATION PLANS

Both programs are included in the external evaluations conducted by Manitoba Education.

ACTUAL COST 1987/88

ME Contribution

Materials: _____
Personnel: $32,500.00

Division Contribution

Materials: _____
Personnel: _____

REQUESTED BUDGET 1988/89

ME Contribution

Materials: _____
Personnel: $32,500.00

Division Contribution

Materials: _____
Personnel: _____

TOTAL PROJECT COSTS: $32,500.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That Manitoba Education fund to a maximum of $32,500.00 (.5 Elementary Guidance at $20,000.00 and .5 Community Liaison at $12,500.00 based on 10 months at $1,250.00).

Funding contingent on a final evaluation plan to be submitted by June 30, 1988.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: River East S.D.#9

SCHOOL: Princess Margaret

RENEWAL:

NEW: X

PILOT:

REQUEST: $33,000.00

PROJECT: Elementary Guidance and Community Liaison

FILE NO: PR-SD9-396

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding of $32,500.00 (.5 Elementary Guidance at $20,000.00 and .5 Community Liaison at $12,500.00 based on 10 months at $1,250.00).

Funding contingent upon submission of the following by July 15, 1987:

1) job description for both positions;

2) assessment of staff development needs.

An interim report to be submitted April 15, 1988 and a final evaluation by April 15, 1989.

RECOMMENDATION: $32,500.00

RECEIVED
APR 15 1988
MANITOBA EDUCATION
INNER CITY INITIATIVE

RE : Compensatory Support Project Interim Review and Evaluation

SCHOOL : Princess Margaret
River East School Division No. 9

PROJECT : Elementary School Guidance Counsellor
Community Liaison Worker

DATE : April 14, 1988

SUBMITTED BY : Mr. R. A. Ford, Principal
Mrs. S. Taylor, Vice Principal

Princess Margaret School

Principal ... Mr. R.A. Ford
Vice Principal ... Ms. S. Taylor

April 14, 1988

Ms Carolyn Leoppky
Acting Director
Compensatory Support Program
124 King Street
Winnipeg, Manitoba
R3B 1H9

Dear Carolyn:

re: Compensatory Support Program -
Community Liaison/Guidance -
Princess Margaret School - River East School Div. # 9

Enclosed please find an interim review and evaluation of the project. You will note that this includes a fully developed and initiated professional development plan, job descriptions for both workers and a statement of actions taken and future developments for each position. I have also included a statement of outcomes. These were drawn from a recent survey of staff as well as from feedback and perceptions shared with Ron and I throughout the year. The Division has made a commitment to continue the Hampstead Community Liaison position and our Division now has four elementary Guidance Counsellors. Both Mr. Jonasson, Mr. Wall and Dr. Toews have acted as strong supports to the program.

The students, community and school have greatly benefited from the addition of this program. We have been able to serve the students needs in a much broader fashion than was possible before. We thank you for your support in this project.

Positively,

Donald R. Ford
Mr. R.A. Ford
Principal

S. W. Taylor
Ms S. Taylor
Vice Principal

/ns

OVERVIEW : of COMPENSATORY PROJECT

PRINCESS MARGARET SCHOOL

1987-1988

1. TARGET POPULATION -

The students initially identified were in grades K-4. These students are primarily of Paraguaian Mennonite background and have a history of intermittent immigration between Manitoba and South America. Some of these children are first time immigrants to Winnipeg but some are returning to Winnipeg for the second time. The intake took place as a result of teacher, self and community referrals. They are mainly in the English-German Bilingual Program.

The second group of students were from the K-6 English Language stream. These students are a "at risk" population as they have many social, emotional and academic needs. The staff had indicated that a high proportion of these students require extra assistance and had recommended a counselling component as part of the intervention.

2. STAFFING AND ROLES (all levels) -

Classroom Teachers - All Involved

- Nine classroom teachers are working with small groups of limited proficiency English students.

Resource Teachers -

- The school has 2 resource teachers. One resource teacher works 1/2 days with mainly E.S.L. students in grades 1 and 2.

E.S.L. Teacher -

- This is a full time position working mainly in a direct service capacity to E.S.L. students.

Board Office Administration -

- The Princess Margaret project falls under the direction of the Personnel Department but interfaces with the Marginal student network already in place in the Division.

Instructional Aides -

- There are a small number of these students who have qualified for Low Incidence Funding. These students receive some assistance in the form of paraprofessional time.

Community Liaison Officer -

- This is a half-time position. This individual maintains contact with the students and families to assist in maximizing the learning environment for the child. She actively searches out community resources and programs. (see attached section)

Guidance Counsellor -

- This is a half-time position. The program is composed of counselling, consulting and coordinating. The service deals primarily with assisting students either individually or in groups with self-concept, inter-personal relationships, problem solving, decision making and conflict management. (see attached section)

3. STUDENT CURRICULUM DIRECTION AND SUPPORT -

- The curriculum must be adapted or modified to meet the needs of students across a wide range of abilities and experiences. This is particularly important to those students with limited or low proficiency English. This requires a concentration and focus on materials which are more visual by orientation. Classroom instruction has a high oracy component with language development as the underlying goal of all activities. Language processing must be the overall goal for these students. The writing process receives a heavy emphasis as we believe that the children learn language through the many interactive components in this process. An integrated approach to teaching content area subjects is emphasized.

4. STUDENT SOCIAL AND EMOTIONAL SUPPORTS -

- The activities in the school reflect an ongoing need that can only be met through positive social interaction. Students are actively involved in drama, gymnastics, sports, music and other activities. The staff are sensitive to the cultural differences and how these affect the student's perception of self. The administration, guidance counsellor, community liaison, classroom and E.S.L. teacher are the individuals who most often must work with these students to help them deal with this conflict.

5. STAFF PROFESSIONAL DEVELOPMENT -

- A planned sequence of professional development activities occur at school, division, and provincial level. (see attached P.D. Plan)

6. PARENT INVOLVEMENT -

- The school seeks to make the parents an integral part of their child's educational process. Sessions for parents have been planned for evenings. Initial steps have been taken to explore the process of a parent's committee.

ORGANIZATION AND DIRECTION OF THE PROJECT

1. Every staff meeting has the project as an agenda item and both workers give reports and invite questions.

2. The counsellor and community liaison have both presented to the Local Advisory Committee on special needs which is a divisional steering committee. Also the counsellor has presented to other counsellors and schools.

3. A project steering committee has been put in place and meets monthly. This committee consists of representation from all staff.

4. A parent committee is being considered. We have had one meeting with a group of interested parents but as a result of this decided such a committee could not be established in the first year of the project.

5. A Family nite is being planned for the spring. We will have an evening where parents will be invited to BBQ, do activities and participate in a mainstage event. Hopefully this will bring all our parents together in a enjoyable forum and highlight our similarities as a group.

6. The Division has in place an "At Risk" or marginal student network. This project is part of this and meetings of different individuals involved at a Divisional level are arranged bi-quarterly. Also, a conference is being planned involving all those in the network.

7. The school newsletter has included information development on these programs on a regular basis.

8. Two parent information evenings have been held regarding the school and the programs.

9. The school had a Book Publishing Workshop where parents who were writing a book with their child where invited in to work on the project together.

10. Our Young Authors school conference 190 had published books.

11. We have started a project whereby teachers are invited to include students in family outings. The school funds entry and food costs.

12. An article was published in the Mennonitische Post regarding our school and the community liaison role.

PROFESSIONAL DEVELOPMENT PLAN

A Professional Development Plan arising out of the staff needs assessment conducted in September 1987. Teachers identified the following areas of professional development needs when a survey was taken.

- behavior modification
- discipline
- computer
- curriculum
- writing process
- C.P.R. training
- family life
- student learning styles
- child abuse
- transience

1. Our school has had 2 professional development days which are school based and involve the whole staff. These were spent in developing an understanding of character and personality as it relates to teaching learning styles. Another day was spent on classroom management and on child abuse.

2. We also have had 3 half day sessions with 14 staff members involved each time. These days have been used to in-service teachers on assessment, strategies, curriculum adaptation and intervention processes which may be applied particularly to limited proficiency English students. These students can be English Second Language students or language delayed students.

3. The school has initiated a noon hour computer inservice program for software. Every cycle different programs have been presented and teachers invited to work with these. Three teachers have facilitated this and such program presentation always has a section on application for "at risk" students. We also had two after school sessions for teachers across the Division.

4. The staff felt that school inservices initiated by teachers and involving only our school were particularly worthwhile. We had a session on Behavior Modification -Operant Conditioning for two half days - 10 staff - follow-up by resource staff.

   The school is intensively involved in the following Divisional Projects. This means inservicing and school interactions occur in the following areas.

   a. Early Years - 3 staff
   b. Writing for Meaning - Computers - Languages - 7 staff
   c. Gifted & Talented Education - 4 staff
   d. Family Life - 3 staff
   e. Writing Process Project - 15 staff

5. Teachers have been sent out to the following conferences according to needs identified in the initial professional development survey. There is a forum provided at school level to share when the teachers return.

   1. Andrew Wilkinson - Oracy and the Assessment of Oracy - 7 staff
   2. Council for Exceptional Children - 6 teachers
   3. Current Trends in Diagnosis and Remediation - 2 teachers
   4. Addressing Impulsive Student Behavior in the classroom - 2 teachers - 1 parent
   5. Increasing Problem Solving Techniques (4 days) - 2 staff
   6. Problem Solving and Using Manipulations - 3 staff
   7. Activity Based Mathematics - 3 staff
   8. Add & Hyperactivity: Medication & Psychosocial intervention
   9. Family Violence - 2 days - 1 staff
   10. M.A.P. Conference - 1 staff
   11. M.T.S. Human Relations - 2 days
   12. M.T.S. Communication Skills - 3 staff
   13. M.T.S. Curriculum Planning - 2 days - 3 staff
   14. Ritalin-Hyperactivity and Attention Deficit Disorder - 2 staff
   15. Teacher Initiated Assessment- 17 hours - 5 staff
   16. Coping Skills II - Working With the Schools - 2 staff - 2 parents
   17. C.E.L. - 2 days - 2 teachers
   18. Dealing with Classroom Conflict - 2 teacher
   19. Divisional Training on Scoring Writing - 3 teachers
   20. Journeys series - 1 teacher
   21. Discipline : The Art and the Science - 2 days - 2 staff
   22. Courses for Teacher Aides - Observation Skills and Record Keeping - 1 paraprofessional
   23. Helping Children Learn in a School Setting - 2 paraprofessionals
   24. Counselling in the Classroom - 2 days - 1 teacher
   25. Language Learning Institute - 20 hours - 2 teachers
       - learn to talk, talk to learn
       - response to literature
       - reading in the content areas
       - learning through drama
       - learning to write - writing to learn
   26. Great Book Leader Training Workshop - 2 staff
   27. Joy Groups - 3 staff

5. 28. Stott-Multicultural Stories - 3 staff

29. Behaviorally and/or Emotionally Disturbed Children - 20 hours - 4 staff

30. Speech and Language Training - 10 hrs. - 3 paraprofessionals

31. Stott Dragons & Dreams - 2 staff

32. Our Children Their Programs - 1 staff

33. Mainstreaming - Dr. Waters - 2 staff - 1 parent

34. Multiculturalism - Winnipeg Reading Council - 4 staff

6. The school also created a Writing Process committee which meets monthly to discuss children's writing and reading. This co-ordinates with a Divisional Writing Project committee which meets quarterly. Teachers from across the Division are invited to meet and share ideas on writing. Our Paraguaian and E.S.L. students write and share experiences. This leads to a better understanding of cultures.

COMMUNITY LIAISON

I. GENERAL GOAL -

To provide leadership and services to reach out to the family and community systems.

II. OBJECTIVES -

1. To plan and develop programs and help plan programs - with a hands on approach.

   Action - babysitting course for students
   - Cake Decorating workshop
   - Floral Arranging workshop
   - Consumer Protection workshop

   Future - develop a Home & School Book Project for parents with pre-schoolers
   - conduct perhaps some craft workshops which would carry on for several sessions.

2. Act as facilitator and co-ordinator.

   Action - adult E.S.L. classes

   Future - continue with E.S.L. classes
   - organize a physical fitness workshop

3. Foster developmental leadership skills amongst students and adult communities.

   Action - contacted people on an ongoing basis to create a foundation on an ongoing basis
   - student (Paraguaian) being sent to Ottawa as a exemplorary patrol.

   Future - establish a parent committee

4. Develop and maintain community liaison between program leaders, school personnel and community and government agencies.

   Action - Project Steering Committee
   School based team member.
   New Facess contact

5. Work with parents of diverse cultures, to assist parents in understanding school system, to translate school expectations and more.

   Action - translate and assist in filling out a variety of notes and forms which are mailed out by the school - registration forms, bus forms, fund raising forms

   Future - conduct a workshop in fall in which immigrant families would be invited to school and assisted in filling out various forms.

6. Provide knowledge to staff with regards to: various cultural differences and needs of immigrants.

   Action - searched out resource people.

   Future - perhaps at staff meetings discuss or brief the staff on various cultural difference as they arise.

7. To work with case managers on crisis intervention.

   Action - dealt with New Facess in arranging surgery for a particular child
   - dealt with repeated absenteeism to a project manager

   Future - stay in contact with New Facess

8. To work with existing ethnic organizations and resources and act as agency liaison.

   Action - maintain contact with Mr. I. Hiebert in establishing a needs assessment.

9. To act as theraputic agent with families and with individuals serving as a mediator for adoption and a role model re: social skills and problem solving.

   - this has been an ongoing process through home visitation and phone calls.

III. COMMUNITY LIAISON - JOB DESCRIPTION

1. Needs assessment - distribute surveys to
   - community
   - staff

2. Report any absenteeism

3. House visitation to deal with the following
   1. fill out survey forms
   2. deal with absenteeism
   3. explain school system
      - hamburger day
      - fund raising projects
      - gym clothes
      - field trips

4. Explain community facilities
   1. dentist
   2. doctors offices (bilingual doctors)
   3. thrift shops

5. Develop programs for adults and students.

    1. craft workshops (adults)
    2. E.S.L. classes (adults)
    3. community resources (adults)
    4. babysitting course (students)

6. Explain community activities

    1. swimming classes
    2. craft classes
    3. community resources throughout the city
    4. sports activities at various community clubs

COMMUNITY LIAISON JOB DESCRIPTION

IV. The community liaison role and job description have been of necessity developmental in nature. Initially the worker targetted the German Paraguaian population of approximately 26 families. She has made approximately 105 contacts with families in total. Her role and job was curtailed as she had a maternity leave from the beginning of February to the end of March. She assisted the school when requested during this phase and maintained telephone contact with many families.

She initially made home visits to deal with the multitude of forms required by the school. She also was instrumental in setting up E.S.L. classes through Continuing Education and arranging for babysitting services. She immediately became the contact person for these families in our school. Her role within the school and community spread through school publications and word of mouth.

She developed parent workshops of a diverse nature so that parents would feel invited into the school.

She assisted the E.S.L. and Resource teacher in translation for parent teacher interviews and contacts.

She has attended sessions at New Facess where all community agencies met as an interdisciplinary team.

The community liaison worker meets daily with administration and is a member of the school team and project planning committee.

The community liaison worker also maintains daily contacts with staff members and classrooms.

COMMUNITY LIAISON:

Community Liaison Workshops

1. Cake decorating
2. Christmas Centrepiece Workshop
3. Consumer Protection Workshop
4. Filing Income Tax Return Workshop

Community Liaison Professional Deveopment

September 10	- L.P.E. Inservice
October 16	- S.A.G. Conference
October 17	- "Groups" by Joy Johnson
November 2	- School Inservice - Myers-Briggs

The following tables illustrate the scope of her contacts from September to January 29th, 1988.

Total families in school	335
Total number of families contacted	105

House Calls

Type	
Educational	3
Medical	4

E.S.L.
Workshops

Forms	15
Absenteeism	5
Supplies	2
Miscellaneous	3

Telephone Calls

Type	
Medical	18
E.S.L.	53
Workshops	17
Forms	11
Absenteeism	25
Supplies	6
Educational	28
Miscellaneous	36

OUTCOMES

1. We have had nearly 100% attendance at parent teacher conferences.
2. More parents in contact with school on a regular basis.
3. Nearly 100% attendance of German Paraguaian students at our camping experience.
4. Prompt and more qualitative attention
hearing aides, lice, etc.

5. Greater attendance of our ethnic community at school sponsored events.

6. Less absenteeism for unstated reasons.

7. Many parents enrolled in E.S.L. classes offered in the school through continuing education.

8. Academic gains reported by many of our teachers. Attitudinal changes have resulted in better coping in the classroom.

9. More students involved in community club activities.

10. Increased participation of "at risk" students in school events.

GUIDANCE COUNSELLOR

PRINCESS MARGARET SCHOOL

1987-1988

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1. GENERAL GOAL -

To provide support to students, staff and parents through counselling, consulting and coordinating.

2. OBJECTIVES

The objectives of the program would be basically preventative and developmental and crisis intervention. Specifically the objectives would be :

1. To teach children to develop responsibility for their behavior.

ACTION

a) individual counselling
b) small groups, e.g. anger management
c) family counselling
d) consultation with teachers

OUTCOME

The children are able to take ownership of their feelings and consequent behavior and to identify what they have control over. They are more confident in their abilities.

FUTURE

more small groups time permitting

2. To develop in children an understanding and acceptance of one's self and others.

ACTION

a) in individual counselling
b) small group e.g. a friendship group
c) Girls Club and Boys Club
d) helping teacher to understand how the child feels about himself and giving ideas for change
e) sociometric diagramming and interpretation to the teachers.

OUTCOME

changes in the classroom cultures, making them more productive.

teachers have noticed changes in behavior due to more positive self-esteem.

FUTURE

continuation of the same
inservicing teachers to help them deal more effectively with fragile self-concepts

3. To identify children with special needs related to behavior, interpersonal relations, and learning which affect their social and education growth.

ACTION

a) updates at staff meetings of the kinds of children using the service
b) "Skills" checklist given to all teachers to assist them in identifying children with special needs
c) classroom observations
d) consultations with teachers
e) sociometric testing

OUTCOME

teacher referrals have steadily increased

FUTURE continuation of this

4. To teach children how to make decisions, solve problems, communicate and relate to others.

ACTION

a) individual counselling
b) small groups e.g. death & dying, separation & loss, and friendship
c) Girls Club
d) teach assertive negotiations to individuals

OUTCOME

Children are not returning with the same problems because they have learned strategies for solving them. They do report back with the results of what they try and have been successful with.

FUTURE

continuation of above with more work done in this area in the Boys Club.

5. To assist principals, teachers, parents and students in locating and using suitable school and community.

ACTION

a) interdiscipline and inter-agency team meetings
b) consulting with teachers and principals
c) set up Parent Lending Library with books relating to behavior problems, parenting skills and other relevant areas
d) organized and presented a number of parenting workshops
e) referred parents and children to appropriate agencies

OUTCOME

parents have become more involved in the school

limited redundancy in use of school personnel in dealing with particular children.

FUTURE

set up a parent support group.

Time lines were not set because the counselling program took off so quickly with 40 children being seen in the first month, mainly self-referred. Also, because of the crisis nature of many of the contacts, it is difficult, and undesirable, to structure the time frame of the service. The program was in full swing by the end of October.

6. To help children change undesirable behaviour.

ACTION

a) individual counselling
b) family counselling
c) parenting workshops
d) behavior modification in conjunction with teachers

OUTCOME

teachers and parents have indicated that there have been positive behavior changes.

FUTURE

continuation of above

- more personnel inservicing regarding behavior changes and therapy skills.

STATISTICAL DATA

The following figures have been computed on the caseload from September, 1987 to February 29, 1988. New referrals have been received in March and April but the percentages appear to remain consistant.

1. Number of children seen (excluding the Girl's Club and Boy's Club) - 105

kindergarten to grade 3 - 52 children
grades 4 to 6 - 53 children

2. Referral initiated by the teacher - 32 or 30%
the child - 73 or 70%
the parent - 6%

There was overlap in six referrals because the children had self-referred for other reasons before being referred by the teacher or parent.

3. Type of problem dealt with :

death and dying	- 3
separation and loss	- 3
friendships	- 25
interpersonal problem solving	- 33
self concept	- 16
abuse	- 7
dysfunctional families	- 13
behavior management	- 16
other	- 10

A number of children had more than one issue to deal with in the six month period. These figures represent only the major issues dealt with in each case. For many of the problems, an underlying factor was poor self-concept.

4. A number of the 105 children were seen only one or two times but 31 of them were seen at least five times and some as many as 35 times.

5. Of the children self referring for friendship and interpersonnel issues, 13 were new Canadians. This represents 12% of the total caseload from September - February.

ROLE

The counsellor's role has been defined in three ways:

1. by the needs expressed by teachers on a survey done in September, 1987.
2. by the needs expressed by students through their self-referrals
3. by the experience, training, personality and strengths of the counsellor.

The main components of the counselling program are, of course, counselling, consulting and coordinating.

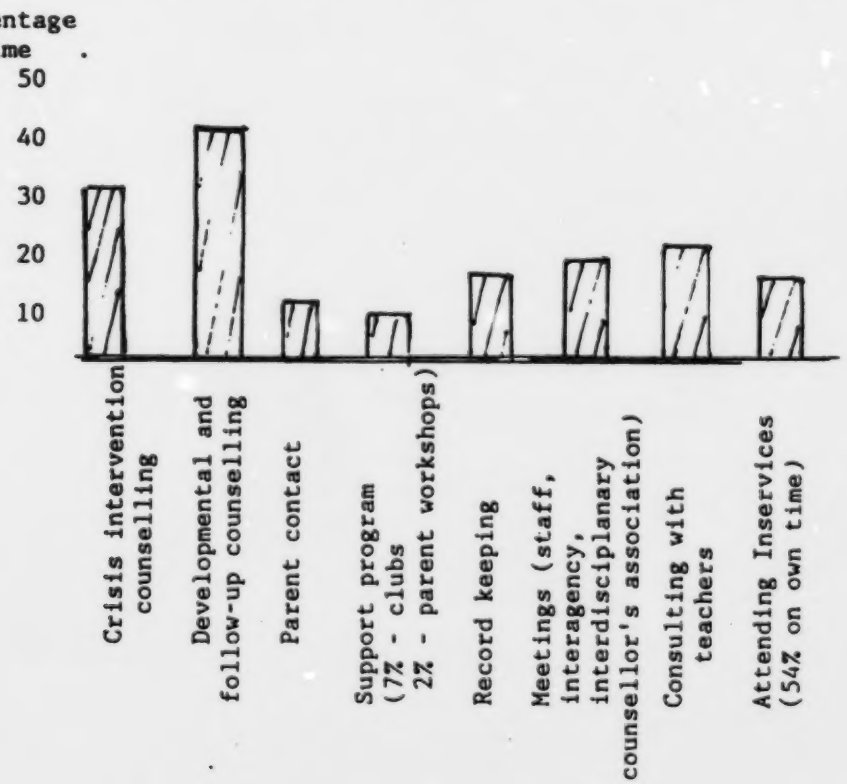
The counselling component includes individual, small group and family sessions. It involves assessment, including classroom observation, interviewing, and formulation of a plan of action for the child, family or school. This plan of action often includes development of new skills for the child or the parent.

The consultative aspect is composed of working with teachers, consulting with other agencies (e.g. New Facess, Child Guidance Clinic) monthly interdisciplinary team meetings, administrative team meetings and organizational development of other schools and groups within the division.

GUIDANCE COUNSELLOR:

Coordinating activities have been organized to meet needs at all levels. For parents, a lending library has been set up containing books on child development, discipline and related topics. Also, a number of parenting workshops have been presented. Resources have been assembled and made available to teachers to aid them in dealing with students' problems. For the students, clubs were set up at noon hour.

The following chart illustrates how the counsellor's time was spent on these activities. The percentages are based on half of an instructional day as the position is half-time. As can be seen, the total is 156% exclusive of preparation time. this indicates the use of noon hours, recesses and after school as well as some mornings and evenings.



INSERVICES ATTENDED (from September to February)

Sexual abuse workshop	- 2 days
Groups workshops	- 1 day (Saturday)
Childhood depression	- 1 evening
Child advocacy	- 2 hours
Council for Exceptional Children	- 2 days

Neuro Linguistic Programming - ..... (2 day follow up in April 2 days in June)	½ day intrdoduction (2 day follow up in April 2 days in June)
Child Abuse Management	½ day in-school inservice
Classroom	" "
Myers-Briggs	" "
Humor in Counselling	- presentation during CARE meeting
Confidentiality issues	- " "
Children and Grief	- 1 evening

MARCH and APRIL

Aids workshop	- 1 day
N.L.P.	- 2 days (Friday & Saturday)
Students at Risk	- 1 day

Projected for June

N.L.P.	- 2 days (Friday & Saturday)

SUMMARY

The compensatory project provides an essential service to students who are "at risk". Both of the individuals relate exceptionally well with the staff and provide positive communication regarding student's individual needs. Our school and community certainly have experienced positive outcomes as a result of this assistance. We are anticipating many developments as our project grows and evolves. A recent survey has indicated that staff want ever increasing in-service on multi-culturalism/bi-culturalism. A second year will allow us to consolidate gains and reach out further to both the students, teachers and the community.

NEW PROJECTS

METRO SCHOOL DIVISIONS

NEW PROJECTS

PAGE #	SCHOOL	PROJECT	FILE #	REQUEST	PANEL REC.
6-105	Frontenac	Collaborative Model	4-461	$52,350	-
6-108	Frontenac	Counsellor	4-462	$20,325	-
6-112	John Pritchard	Student Support Services	9-453	$52,000	-
6-115	Morse Place	Behavior Adapt. Resource Teacher	9-454	$40,000	-
6-118	Polson	Counsellor	9-455	$40,000	-
6-121	Salisbury	Counsellor	9-458	$43,500	-
6-124	Sherwood	Counsellor	9-459	$20,000	-
6-134	Bernie Wolfe/ Joseph Teres	Community Liaison/ Migrancy Worker	12-452	$35,752	-

ST. BONIFACE SCHOOL DIVISION

FRONTENAC SCHOOL

COLLABORATIVE MODEL PROGRAM

AT GRADES 5 - 6

PR-SD4-461

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: METRO
M.E. STAFF PERSON: C. LOEPPKY
SCHOOL DIVISION: ST. BONIFACE #4
SCHOOL: FRONTENAC

COLLABORATIVE MODEL PROGRAM

DESCRIPTION OF NEED

Frontenac School has had a significant increase in its population of Native children who come from subsidized housing and who experience academic and social problems. A total of 40% of the school population comes from subsidized housing. There has been an increase in the number of single parent families as well as an increase of families in low rental housing over the past two years. The school has identified 115 at risk students.

PROGRAM OBJECTIVE

To help the students adapt in the classroom.

PROJECT DESCRIPTION

This program will develop a collaborative approach to classroom programming for students in the grade 5 and 6 classes. The two teachers will plan and implement the Language Arts program to upgrade the academic skills of children. The focus of the teaching strategies will include small group teaching, co-operative learning, shared reading, oral participation and peer tutoring. Content emphasizing Native culture will be included, and a whole language approach will be used. The Collaborative team will also be skilled in diagnosis of children's academic strengths and weaknesses. A fulltime instructional aide will assist the classroom teacher in reinforcing the skills of students.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

A heavy focus will be placed on the monitoring of students academic growth during the course of the year. Formal assessment of children will be conducted; teacher observations, and an anecdotal record of parent involvement will be kept.

RESOURCES REQUIRED

ME Contribution		Division Contribution	
Materials:	700.00	**Materials:**	
Personnel:	51,650.00	**Personnel:**	

TOTAL PROJECT COSTS: $52,350.00

COMMENTS/CONTINGENCIES

That a job description of the Collaborative Teacher be developed prior to the hiring process is started and be submitted to Manitoba Education.

That the evaluation also address the assessment of children's oral language skills, and explore the appropriateness of the cloze procedure to assess comprehensions, and that classroom observations be considered on a regular basis to determine the impact of the lower Pupil Teacher ratio.

STAFF RECOMMENDATIONS

That Manitoba Education fund the teacher and material components of this project to the amount of $40,650.00 and $700.00 respectively. That a job description and a detailed evaluation plan be submitted to Manitoba Education by June 30, 1988.

That an evaluation committee be set up to include Division personnel, school personnel and a representative from Manitoba Education. That a progress report be submitted on April 15, 1989.

ST. BONIFACE SCHOOL DIVISION

FRONTENAC SCHOOL

ELEMENTARY GUIDANCE COUNSELLOR

1/2 TIME

PR-SD4-462

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: C. Loeppky
SCHOOL DIVISION: St. Boniface #4
SCHOOL: Frontenac

ELEMENTARY GUIDANCE COUNSELLOR

DESCRIPTION OF NEED

The Collaborative Teacher Program is intended to provide appropriate programming at the student's instructional level and intensive one-to-one and/or small group teaching in order to help bring the achievement level more in line with the student's potential. This upgrading of academic skills will help prevent future academic and social problems that underachieving students encounter, and will provide an element of success in their academic work in a mainstreamed setting.

PROGRAM OBJECTIVE

See Attached

PROJECT DESCRIPTION

The 1/2 time elementary counsellor will work with all classes in the K-6 areas, a total of 450 children. The program will follow the established model of preventative programming, co-ordination and consultation, and direct interventions for children in crisis. A parental involvement focus will also be emphasized.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

Documentation of services provided, caseload analysis, questionnaires distributed to students and teachers, participate in the evaluation conducted by Manitoba Education.

RESOURCES REQUIRED

ME Contribution		**Division Contribution**	
Materials:		**Materials:**	
Personnel:	$20,325.00	**Personnel:**	

TOTAL PROJECT COSTS: $20,325.00

COMMENTS/CONTINGENCIES

That a job discription be developed for the counsellor prior to September 1, 1988.

That a system for documenting services be established by October 15, 1988.

STAFF RECOMMENDATIONS

That a 1/2 time counsellor be funded by Manitoba Education to a total cost of $20,325.00 for the 1988-89 school term, with a progress report to be submitted by April 15, 1989.

FRONTENAC SCHOOL
Elementary Guidance Counsellor

PROGRAM OBJECTIVE

To implement an elementary counselling program that provides preventative programming, consultative opportunity and direct services for elementary students in Frontenac School. Specific objectives are as follows:

a) To provide classroom program support and consultation support to teachers with students having exceptional difficulties.

b) To provide assistance to the school in implementing programs dealing with Child Abuse and Family Life programs.

c) To provide contact with parents and undertake home visits to coordinate preventative measures undertaken at the school level.

d) To assist the school in developing programs focusing on special needs students in the school.

e) To develop strategies and consultation to facilitate transition encountered by native students as they arrive at the school.

f) To coordinate consultation with the appropriate native agencies, the Child Guidance Clinic and community agencies.

g) To develop strategies encouraging children to cope with social difficulties.

RIVER EAST SCHOOL DIVISION

JOHN PRITCHARD SCHOOL

STUDENT SUPPORT SERVICES PROGRAM

PR–SD9–453

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: Erika Kreis
SCHOOL DIVISION: River East
SCHOOL: John Pritchard

STUDENT SUPPORT SERVICES PROGRAM

DESCRIPTION OF NEED

Total population 550 (K-9)
23.4% Single parent
13.2% Subsidized housing
4.3% Unemployment
13.9% Lack basic academic skills

PROGRAM OBJECTIVE

To address the academic, social and emotional needs of dysfunctioning grade 7 - 9 students.

PROJECT DESCRIPTION

Grade 7 - 9 classes have been restructed into grade teams with the intent of establishing more contact time between smaller numbers of students and teachers. Support team consisting of administration, guidance counseller, resource teachers and a classroom teacher meet once per cycle to review progress of at risk students and to facilitate the distribution of information between grade teams and teachers.

Student Support Services Program would be characterized by the following:

* identification of students with average to above average ability experiencing varying degrees of academic, emotional and social difficulties
* provision of intensive individual skill development and support
* provision of a supportive "family" atmosphere or climate
* provision of a full-time teacher and paraprofessional
* provision of a counselling component
* integration into the mainstream through fluid movement between the regular program and the support program

A close liaison and consultation process would be developed between home and school.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

Bi-weekly team meetings with program staff, Resource Teacher, Guidance Counsellor, and other appropriate staff to review and monitor the number and types of referrals and student progress. The Deputy Assistant Superintendent and/or Designate would consult with administration and staff on a regular three-month basis to evaluate the Program.

RESOURCES REQUIRED

ME Contribution			**Division Contribution**	
Materials:			**Materials:**	
Personnel:	$40,000.00+ Teacher	$12,000.00 Aide	**Personnel:**	

TOTAL PROJECT COSTS: $52,000.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

Staff recommends that this project not be funded based on the areas of priority that have been identified by the school division.

RIVER EAST SCHOOL DIVISION

MORSE PLACE JUNIOR HIGH SCHOOL

BEHAVIOUR ADAPTATION RESOURCE TEACHER

(BART)

PR-SD9-454

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: Erika Kreis
SCHOOL DIVISION: River East
SCHOOL: Morse Place Junior High School

BEHAVIOUR ADAPTATION RESOURCE TEACHER (BART)

DESCRIPTION OF NEED

Total population 280 (15 in Special Education Programs)
19-23% low income
25-35% migrancy
17-38% single parent
34-45% remediation/resource support
17-25% outside agencies/Child Guidance Clinic
9-12% attendance problems

PROGRAM OBJECTIVE

Two year program request to:
* address the specific needs of behaviorally disordered students
* focus on the professional development of staff members
* promote academic and social success

PROJECT DESCRIPTION

1) Program will address the needs of students requiring short-term attention or periodic assistance and students requiring more intensive or long-term involvement.
2) Students are referred by classroom teacher, grade team, resource program, student at risk program or parents.
3) Teacher will diagnose students' adaptive behaviour strategies, make curriculum modification recommendations, observe students, monitor students' behaviour/performance, communicate with parents and coordinate staff development activities.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

* monitor daily/weekly/monthly referrals
* review behaviour adjustment strategies with appropriate staff as required
* monthly meeting with administration to review program
* year end review of all aspects of program
* review program effectiveness with parents, students, and teachers as required
* evaluate effectiveness of staff development sessions
* establish evaluation procedures and time lines for referral categories

RESOURCES REQUIRED

ME Contribution

Materials:
Personnel: $40,000.00

Division Contribution

Materials:
Personnel:

TOTAL PROJECT COSTS: $40,000.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

Staff recommends that this project not be funded based on the areas of priority that have been identified by the school division.

RIVER EAST SCHOOL DIVISION

POLSON ELEMENTARY SCHOOL

ELEMENTARY SCHOOL COUNSELLOR

PR-SD9-455

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: Erika Kreis
SCHOOL DIVISION: River East
SCHOOL: Polson Elementary

ELEMENTARY COUNSELLOR

DESCRIPTION OF NEED Total population 224 (44 in Special Education Programs) Within Core Area Initiative boundaries (Elmwood).

Low family income, high unemployment
21% single parent families
3% in foster care
8% Native
10% E.S.L.
5% Low Incidence
31% Migrancy

PROGRAM OBJECTIVE

To provide programs and supports that will meet the needs of the students who are currently being unsuccessful in the school due to a variety of handicapping conditions.
To provide successful educational experiences for these students.

PROJECT DESCRIPTION

The role of the guidance counsellor is one of counselling, consulting, and co-ordinating activities within a team. Counselling includes individual, small group, and family sessions where appropriate. Examples are:

* working with the school team in crisis intervention
* help students understand the schooling process
* provide ways for students to adjust to different people within their day
* support students in developing strategies other than confrontation and aggression
* provide counselling on friendship, individually & in small groups
* provide opportunities for students to be able to talk through emotions and experiences that lead to difficulties. Consultation consists of working with all members of the team: parents, school, Child Guidance Clinic, other agencies, etc.

Co-ordination of activities includes coordinating meetings, resources, and professional development activities for staff.
Staff development activities have been planned for June and August 1988.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

Team evaluation facilitated by the administration and consists of:
* written records of all meetings (monthly team meetings and priority setting meetings)
* data collection (questionaires and surveys from all team members, percentages of time spent on counselling, consulting and coordinating activities).

RESOURCES REQUIRED

ME Contribution

Materials:
Personnel: $40,000.00

Division Contribution

Materials:
Personnel:

TOTAL PROJECT COSTS: $40,000.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

Staff recommends that this project not be funded based on the areas of priority that have been identified by the school division.

RIVER EAST SCHOOL DIVISION

SALISBURY SCHOOL

ELEMENTARY SCHOOL COUNSELLOR

PR-SD9-458

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: Erika Kreis
SCHOOL DIVISION: River East
SCHOOL: Salisbury

DESCRIPTION OF NEED ELEMENTARY GUIDANCE COUNSELLOR
K-3 population: 229 students

K-3 statistics:
- 27% single parent
- 20% resource
- 2% migrancy (4 schools and over)
- 5% repeated a grade
- 13% medical problems
- 12% outside agency/CGC involvement

Accessible low income housing in area.

PROGRAM OBJECTIVE

To respond to needs of children in crisis.

PROJECT DESCRIPTION

No description.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

No plan

RESOURCES REQUIRED

ME Contribution

Materials: $1,500.00
Personnel: $42,000.00

Division Contribution

Materials:
Personnel:

TOTAL PROJECT COSTS: $43,500.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

1) That based on the Division's priorities funding be provided for a 1/2 time Counsellor. Funding contingent upon receiving by June 30th:
   a) A detailed program description
   b) An evaluation plan
   c) Detailed program objectives
2) That M.E. staff be involved in the development of the programs at the school level to ensure that a comprehensive counselling program is developed, a school action plan to incorporate the role of a counsellor effectively as well as an evaluation plan.

Total not to exceed $21,750.00.

That a progress report be submitted April 15, 1989.

RIVER EAST SCHOOL DIVISION

SHERWOOD SCHOOL

ELEMENTARY COUNSELLOR

PR-SD9-459

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: Erika Kreis
SCHOOL DIVISION: River East
SCHOOL: Sherwood

ELEMENTARY COUNSELLOR

DESCRIPTION OF NEED A large proportion of school population exhibit emotional and behavioral problems, academic problems, as well as family difficulties. School is in the Elmwood area.

Total Population	150		
Low Income	37%	Outside Agency	10%
Unemployment	19%	C.G.C.	17.3%
Single Parent	36%	Resource Teacher	18.0%

PROGRAM OBJECTIVE

To meet the academic, social, physical, and emotional needs of children experiencing difficulty adjusting or coping.

To develop a positive self-concept and help children with coping skills.

PROJECT DESCRIPTION

See attached.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

Ongoing process involving staff, parents, administration, counsellor, and special needs consultant. Data collected on number, and types of referrals, student behaviour and attitudes. Assistant Superintendent in charge of special needs will consult with administration, staff and counsellor on a regular basis to evaluate the impact of the total program.

RESOURCES REQUIRED

ME Contribution		**Division Contribution**	
Materials:		**Materials:**	
Personnel:	$20,000.00 (1/2 time)	**Personnel:**	

TOTAL PROJECT COSTS: $20,000.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That M.E. fund a 1/2 time counsellor to a maximum of $20,000.00. That M.E. staff be involved in the development of the program at the school level to ensure that a comprehensive Counselling program is developed, a school action plan to incorporate the role of a counsellor effectively as well as an evaluation plan. That a progress report be submitted April 15/89 that outlines:

1) a job description
2) a recording/reporting system
3) a P.D. Plan for the counsellor

SHERWOOD

Elementary Counsellor

PROJECT DESCRIPTION

The counsellor will work as a team member with the children, staff members, family, and any other involved parties to:

* develop a better understanding of the school population
* provide support to students and enable them to participate effectively at school
* help students cope with problems related to family break-up
* work in harmony with staff and child caring agencies to help students cope with child abuse
* help students cope with the variety of adults they experience every day
* co-ordinate efforts to ensure some consistency of expectations in regards to appropriate behaviour
* be accessible to the students on a daily basis during crisis periods
* ensure that the child has an advocate in the school
* work co-operatively with school administration and staff to plan professional development activities which would promote a caring attitude
* provide group counselling in areas like Personal Safety, Feelings, Drug and Alcohol Abuse, Friendships, etc.
* co-ordinate referrals to support services

Sherwood School

Corey Street, Winnipeg, Manitoba R2K 2T1
Telephone 667-0413

RECEIVED
APR 15 1988
MANITOBA EDUCATION
INNER CITY INITIATIVE

APPLICATION

RE:	Compensatory Support Grant
SPONSORING SCHOOL:	Sherwood School River East School Division No. 9
SUBMISSION REQUEST:	Elementary School Guidance Counsellor
DATE:	April 6, 1988
SUBMITTED BY:	Ron Hildebrand, Principal

COMPENSATORY SUPPORT GRANT PROPOSAL - SHERWOOD SCHOOL

Sherwood School is an elemenentary school, Kindergarten to grade six. The school is located in the Elmwood Area. Of the 152 students in the school, 54 come from single-parent families. The students come from a wide variety of backgrounds and in many cases the single parent is working with low wages or the parents are unemployed.

Twenty-eight of our students are bused and twenty-three come to us directly from the Munroe Day Care. All of our bus students stay for lunch with a few other students. After school many of the children return to baby-sitters or Day Care.

Based on a school survey, many of our children have a high number of Needs. A large proportion of our school population exhibit emotional and behaviorial problems, academic problems, as well as family difficulties. These problems appear to be caused by:

- separation or loss (36% or 54 students come from single parent families)
- long periods away from home (many of our children go to baby-sitters or day care early in the morning and are not picked up until around 6:00 p.m., leaving little time for quality interaction with the family)
- a variety of "caretakers" such as teachers, day-care, baby-sitters, brothers, sisters, paraprofessionals, relatives, throughout the day. (Children receive inconsistent expectations of appropriate behaviour)

The school has few students who are truant. This is partly due to the fact that our children have no other place to go due to parents being at work. We strongly feel that with some support in the early years the children will have a greater change of stability in a rapidly changing environment.

DEMOGRAPHIC STUDY

6-130

SHERWOOD SCHOOL

TOTAL STUDENT POPULATION - 150

The following categories were used to obtain information:	Kind.	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	TOTAL	Percentage
Low Income of Parents	10	9	5	12	9	7	4	56	37
Parent Unemployed	4	7	2	8	5	2	1	29	19
Single Parent	10	15	7	9	5	6	2	54	36
Adverse Cult.or Environ. Cond. (absence of books)	5	8	2	4	4	6	2	31	20.6
Students Lack Commun. Skills	5	7	3	2	4	4	3	28	18.6
Students Withdrawn at School	2	0	4		4	6	3	19	12.6
Student Frustration (eg. Fear of Failure)	7	5	4	1	5	4	2	28	18.6
Students have Poor Self Concept	3	1	4	1	12	6	3	30	20
Students Truant Frequently	1	1	0	0	1	0	0	3	2.0
Students Have Poor Attitude	4	4	5	2	8	5	3	31	20.6
Students Lack Basic Skills (LA & Math)	6	9	4	4	9	5	3	40	26.6
Students are Able But have Low Grades	4	1	1	2	11	5	2	26	12.3
Students have Low Motivation	6	7	5	4	10	5	5	42	28.0
Students have Socio-Emotional Problems	7	6	6	2	11	4	4	40	26.6
Students Experience Family Problems	10	5	3	5	6	5	2	36	24.0
Deficient Parenting Skills	7	5	5	2	9	4	3	35	23.3
Physical Handicap	1						1	2	1.3
Outside Social Agency		4		3	6	2	0	15	10
Child Guidance Clinic	4	9	1	2	8	1	1	26	17.3
Resource Teacher	0	7	1	3	9	5	2	27	18.0
Ritalin		2			2	2	0	6	4.0
Bus Student	2	8	2	9	3	2	2	28	18.6
Day Care	7	4	8	2	2	0	0	23	15.3
Students Change School Frequently	0	3	1	0	5	0	0	9	.06

Note: Many students exhibit more than one of the surveyed problems:

	Students	Percentage
Three or more	72	48.0
Four or more	68	45.3
Five or more	62	41.3
Six or more	55	36.6

EXISTING SCHOOL SUPPORT

1. At present the school staff and division support personnel have been attempting to provide these students with much needed support and will continue to do so. The Child Guidance Clinic has been very helpful in providing support for the staff and students. The Child Guidance Clinic has run an Effective Parenting Workshop for our parents.

2. The school has through fund-raising, provided opportunities for students they would otherwise not experience, ie. Artists-In-The Schools, Prairie Wind Ensemble, visits to museums, other field trips to zoo, farm, Lower Fort Garry, Kenora, etc. and camping trips.

3. Staff development has been identified as a priority in the coming year. The staff will plan/attend inservices and workshops involving: Stress in Children, Personal Safety, School Climate, Separation and Loss.

4. A Parent Council has been established at the school. They will look at starting a Parent's Support Group in conjunction with the Child Guidance Clinic. The Council will also provide the school with some much needed community feedback.

5. The special needs paraprofessionals work directly with our "low incidence" students as well as those students requiring speech and language development.

6. Our resource teacher provides academic supports for students many of whose problems are primarily emotional.

7. A group of parent volunteers provide much needed support in working with students who require assistance in research, computer assisted learning, drill and practice, project work, as well as supervising on field trips.

8. the grade 6 students participate in a camping experience which involves parent participation. The grade 5 students take a train trip to Kenora, where they spend the day touring the Kenora area.

9. The staff provides some before school, lunch hour and after school activities for students. The staff provides lunchroom supervision for the bus students as well as those students unable to make other arrangements.

10. The Administration is always willing to provide support and assistance where necessary. The Administration will continue to work with NEW FACESS and other child caring agencies.

PROPOSED PROGRAM

The goal of our program at Sherwood School is to meet the academic, social, physical, and emotional needs of every child. Many of the children at Sherwood are experiencing difficulty adjusting or coping socially and emotionally which then affects the learning process. A guidance counsellor would assist these children to develop a positive self concept and help children with coping skills. Our children would have a much greater chance for future success with proper attention and guidance during the elementary years. The counsellor would work as a team member with the children, staff members, family, and any other involved parties.

The guidance counsellor would:

- work cooperatively with staff to develop a better understanding of the school population.
- provide support to the students and enable them to participate effectively at school.
- help students cope with problems related to family break-up.
- work in harmony with staff and child caring agencies to help students cope with child abuse.
- help students cope with the variety of adults they experience each day.
- co-ordinate efforts to ensure some consistency of expectations in regards to appropriate behaviour.

- be accessible to the students on a daily basis during crisis periods.
- ensure that the child has an advocate in the school.
- work cooperatively with school administration and staff to plan professional development activities which would promote a caring attitude.
- provide group counselling in areas like Personal Safety, Feelings, Drug and Alcohol Abuse, Friendships, etc.
- co-ordinate referrals to support services.

PROGRAM EVALUATION

- ongoing process involving staff, parents, administration, counsellor, and special needs consultant.
- monitor the number and type of referrals.
- monitor student behaviour and attitude through observations based on child's needs.
- consultation with parents regarding their child's progress.
- Assistant Superintendent in charge of special needs will consult with administration, staff and counsellor on a regular basis to evaluate the impact of the total program.

PROGRAM BUDGET REQUEST

$20,000 to pay the salary of a half-time elementary guidance counsellor.

Respectfully submitted,

R. Hildebrand,
Principal.

RH/k
4/6/87

TRANSCONA-SPRINGFIELD SCHOOL DIVISION

JOSEPH TERES SCHOOL

BERNIE WOLFE SCHOOL

COMMUNITY LIAISON/MIGRANCY WORKER

PR-SD12-452

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Metro
M.E. STAFF PERSON: Erika Kreis
SCHOOL DIVISION: Transcona-Springfield#12
SCHOOL: Joseph Teres & Bernie Wolfe

COMMUNITY LIAISON/MIGRANCY WORKER

DESCRIPTION OF NEED

Joseph Teres (Regent Park) -545 Students
1981-12% Single Parents
1987-16% Single Parents
1985-15% migrancy
24% involved in North-East Winnipeg Family & Child extended Family Services
13% of students 1 - 2 years below grade level

Bernie Wolfe - 548 students
Plessis/Robson Housing Development statistics - 91 units
66 Single parents
58 on social assistance
maximum income $12,000.
200-220 children in development, most are preschoolers, 41 attending Bernie Wolfe School

PROGRAM OBJECTIVE

See Attached.

PROJECT DESCRIPTION

This is a two-year request to enable the Community Liaison/Migrancy worker to:

* work with existing Parent/Child Centres to provide recreational programs for parents and students, parent education workshops, information on social agencies, etc. and support for parent committees
* establish home and school communication through phone calls and home/school visits
* refer parents with specific problems to appreciate organizations, or agencies
* orient new students and their families to the school
* maintain contact with new students who are having difficulty coping in the school
* liaise with school staff and parents regarding these students
* maintain a housing registry to encourage families to remain in the area

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

Use of components of evaluation format developed by Greg Selinger, Jeremy Hull, and Associates.
Annual surveys to students, parents, school staffs and community agencies.
Ongoing feedback from parents (e.g. suggestion box) using Programs Report to be submitted in April, 1989.

RESOURCES REQUIRED

ME Contribution
BUDGET ATTACHED
Materials: $3,750.
Personnel: $31,252. + $500. + $250.
P.D. mileage
TOTAL PROJECT COSTS: $35,752.

Division Contribution
REQUESTING FROM DIVISION
Materials:
Personnel: $12,000.
Attendance Call-Back Aide

COMMENTS/CONTINGENCIES

The Community Liaison Worker program at Regent Park ends in June 1988. The same staff person will be hired for this program.
Both principals are very supportive of the program.

STAFF RECOMMENDATIONS

That Manitoba Education fund this project for one year only at the continued level of salary ($27,500.) plus cost of living increase of 3½% (28,462.50). $500.00 for professional development, $250 for mileage and $1,700 for materials and phones.
Final evaluation to be submitted by April 15, 1988.
Greater detail in terms of the final evaluation to be developed in collaboration with M.E. staff by October 15, 1988.

JOSEPH TERES & BERNIE WOLFE
Community Liaison/Migrancy Worker

PROGRAM OBJECTIVE

To establish parent support and to provide opportunities and resources to parents that will improve parenting skills.

To develop a more positive liaison between home and school.

To assist parents in developing coping skills to help them in their day-to-day interactions.

To publicize services available to parents through N.E.W. F.A.C.E.S.S., C.G.C., Community Health, etc.

To assist students in developing appropriate social and organizational skills upon the request of parents.

To encourage parents to participate in school-related activities.

To establish a call-back program on a daily basis to monitor and control student attendance.

To liaise with school staff regarding students and families.

To liaise with staff regarding students being transferred into Bernie Wolfe School from Regent Park and to assist students and families in adapting to the new school environment.

COMPLETED PROGRAMS/PROJECTS

REPORTS SUBMITTED:

NOTE: All Reports/Evaluations will be available for review in the Blue Board Room at 120 King Street on Tuesday, May 17, 1988, and Wednesday May 18, 1988.

1.	Hamstead School	-	Community Liaison Program	Final Report
2.	King George V.	-	Free Stage for Youth	Special Grant Final Report
3.	St. Vital	-	Community Liaison	Progress Report & Final Evaluation
4.	Stevenson Brittania	-	Elementary Counselling	Progress Report
5.	Jameswood	-	Orientation Program	Progress Report
6.	Regent Park	-	Community Liaison Program	Final Report